

THE CHRONICLE

of Higher Education.

June 10, 1992 • \$2.75
Volume XXXVIII, Number 40

Quote, Unquote

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"It may turn out that a free society cannot really prevent crime."
A professor of public policy, on crime and human nature: A40

"Contrary to those snobs among intellectuals and campaign consultants who view voters as unwashed clods, scholarly research of recent years demonstrates that the electorate acts reasonably."
A professor of political science, on electoral reform: B1

"We're just trying to figure out where the bleeding's going to stop."
A college football coach, on scholarship and staffing cuts: A29

"The highly intrusive language of the bill micromanages some of our most important programs."
The NIH's Bernadine P. Healy, on legislation to improve research on women's health: A21

"This is the really great part about this. You can take a note and sculpt it. That's what composition is to me. It's sculpting."
An associate professor of music composition, on computer music: A5

"The brain drain has stabilized. A lot of people are leaving, but there's always been an import and export of talent from Hong Kong."
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Recession Takes Toll on U.S. Student Aid

Work-study gap, rising loan defaults follow report of big Pell Grant deficit

By THOMAS J. DeLOUGHRY

WASHINGTON
The recession is taking a toll on federal student-aid programs:

- As the 1991-92 academic year ended, many colleges found that they did not have enough money from the College Work-Study program to provide jobs to eligible students, more of whom were turning to the program because of the recession. Institutions had to either find extra money from other sources or reduce students' work hours. Many are expecting the same problem next year.
- Some student-aid officials also report that the nation's economic woes are causing more student-loan defaults. The Education Department has estimated that defaults will *Continued on Page A20*

A student in the work-study program at Youngstown State University arranges a museum display case.

PHOTO BY THE CHRONICLE



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MARGINALIA

Headline in *The Daily Aztec*, the student paper at San Diego State University:

JUVENILES ARRESTED
FOR ATTEMPTED
PARKING STRUCTURE THEFT
Too heavy for them, probably.

Note in *Pipeline*, a weekly newsletter at Northwestern College:

"According to the Student Handbook (page 13), 'shorts and athletic wear are strongly discouraged because of the professional nature of these facilities and for reasons of discretion. If they are worn, they should reflect modesty and concern for the convictions of others. The length of all attire should approximate the knee for the Classroom, Dining Hall, Chapel and Library during normal business hours.' Don't be surprised if you are asked to go back to your room and change your shorts/skirt if they are too short. STUDENTS WHO CONSISTENTLY WEAR SHORTS/SKIRTS INAPPROPRIATE IN LENGTH WILL LOSE THE PRIVILEGE OF WEARING THEM AT ALL."

We blush at the thought.

Then there's this headline from the *Snark Valley Community College Scout*:

NOTHING IN THE
SPORTS OFFERS
THIS WEEK

Letter circulated at Monroe Community College:

"May 1, 1992 has past ... You say, so what ... What was May 1st ... It was the deadline for submission of Educational Session proposals for the 1992 ACU-4 Region II Conference in Foughkeepsie, New York, November 13-15, 1991/1992. To date, we have only five proposals ... HELP!!! HELP!!! HELP!!!"

"I look forward to a response from all of us who want to share our visions in order to be the role we play on our campuses. Please submit a proposal even if you are not 100% sure you can attend due to budgets. We will cross that bridge when it gets here."

What's is s.t.a.?

Headline in the *Tulsa (Okla.) World*, over a story about an event at the University of Tulsa:

RUBIAN ICON, MINIATURE ARTIST
SETS LECTURE AT TU
They're lowering the lectern, of course?

Notice in *ETS Access*, the staff paper at Educational Testing Service:

"The gender differences interest group meeting has been rescheduled to Tuesday, May 19, from noon to 2 p.m. in Conant Lounge A."

We're afraid to ask.

-C.O.

In Brief

Iowa will sell
university TV station

AMES, IOWA—The Iowa Board of Regents will proceed with a plan to sell a commercial television station owned by Iowa State University after the state's Governor last week vetoed a bill that would have prevented the sale.

Martin C. Jischke, the university's president, had recommended the sale, and many students, professors, and alumni agreed, calling the station an irreplaceable asset. But the regents voted 6 to 3 to pursue an offer from a New York company to buy it for \$14-million. The regents said the proceeds would support other campus programs.

Only two public universities are sold to own commercial stations, Iowa State and the University of Missouri at Columbia.

Police blame dean
for student drinking

MORAGA, CAL.—The dean of student affairs at Saint Mary's College of California was issued a citation by police for permitting the consumption of alcoholic beverages by underage students at a senior graduation picnic held on the campus.

Ronald Travenico was cited because he was supervising the picnic, where minors were drinking beer, a police spokesman said. The citation charges him with contributing to the delinquency of



PHOTOGRAPH BY CONNOR CARROLL FOR THE CHRONICLE

Students make unexpected find

CONWAY, S.C.—Students in an archaeology course at the University of South Carolina's Coastal Carolina College stumbled onto a Colonial house site dating to the early 1700s. They had been looking for the remains of a trading outpost. Instead, they dug up artifacts, including a square "case bottle" (left), probably used to hold alcohol.

minors and with allowing minors under his supervision to consume alcoholic beverages, both misdemeanors.

In a statement, the college said the picnic was sponsored by student groups, which agreed not to serve alcohol to minors. The college said it would have no other comment until officials investigated the incident.

Medical school holds
service for donors

DENVER—In an unusual event last month at the University of Colorado Health Sciences Center, students and staff members commemorated people who had donated their bodies to the teaching hospital, or whose bodies had been donated by their families.

About 140 people—medical students, faculty members, and family members—attended the service, which was held on a lawn outside the medical school.

This was the third year the university sponsored the event. It was organized by the medical school's freshmen class to increase students' respect for the cadavers they use to learn anatomy.

During the service, three medical students sang in Hebrew and in English, and one student, Eliot Bruhl, co-president of the freshman class, read a poem he had written about life as a medical student and the importance of cadavers to students' understanding of the human body.

Corrections

Because the University of Alaska at Anchorage provided incorrect information, an item about an art exhibit at the university, "Eros Censored," (*The Chronicle*, May 13) incorrectly reported that the exhibit had been organized by the Alaska Humanities Forum. The exhibit was organized by the university's art department. The university required



PHOTOGRAPH BY CONNOR CARROLL FOR THE CHRONICLE

George stands watch

LEXINGTON, VA.—After two years of work, a new bronze statue of George Washington now stands guard at Washington and Lee University's Washington Hall (above).

Old George, the 146-year-old wooden original, had suffered steady deterioration from rain, woodpeckers, and student pranks. The woodcut statue was painted white, except when pranksters coated it in assorted bright colors. The bronze replica, which depicts the first U.S. President holding a sword and diploma, also is painted white.

people interested in viewing the exhibit to be at least 21 years old, not 18 as reported.

The name of the founder of the Society for the History of Anthropology, Reading, and Publishing (*The Chronicle*, April 22) was incorrect. The society was founded by Jonathan Rose of Drew University and Simon Elliot of Britain's Open University.

Donor challenges college
to physical tests

PORTLAND, ORE.—About 1,500 professors, students, and alumni earned \$1-million last month for Lewis & Clark College by climbing ropes, doing push-ups, and performing other exercises.

They had accepted a challenge from Robert B. Pamplin, Jr., a businessman and chairman of the college's board, who promised to give \$25,000 to help expand the college's library each time a person beat him at one of four arduous activities. He promised up to \$1,000 when someone beat him at five less-strenuous tests.

Mr. Pamplin, 50, works out every day and can climb a 16-foot rope in 7.9 seconds (right).



PHOTOGRAPH BY CONNOR CARROLL FOR THE CHRONICLE

Psychology students
protest program changes

DETROIT—Graduate students in clinical psychology at the University of Detroit Mercy ended 11 days of picketing the administration building last month but said they still had concerns about the direction of the doctoral program.

As many as 35 of the 110 Ph.D. students picketed to demonstrate against recent program changes they say will shift the program's emphasis from patient treatment to research. The students complained that the university was unfairly changing their course of study.

A university spokesman said the focus of the program would remain on clinical training. He noted that the changes, which expand course choice and decrease the number of required credit hours, will not affect students already enrolled in the program.

Stanford U. dean
resigns after arrest

STANFORD, CAL.—An assistant dean of students at Stanford University resigned last week after being arrested on charges that he had secretly videotaped a female student while she undressed in his apartment.

Stanford police said the student reported the incident. They arrested Keith Archuleta, who was in charge of the Black Community Services Center, which offers educational and cultural programs for students. He had been a dean for four years.

The student said she had gone to Mr. Archuleta's apartment to pose clothed for a photographic study he had said he was working on. The videotaping occurred while she was changing her clothes. Mr. Archuleta's case may be prosecuted as a misdemeanor or a felony, police said.



PHOTOGRAPH BY CONNOR CARROLL FOR THE CHRONICLE

University helps Indians regain lost culture

BERKELEY, CAL.—Photographs, audio recordings, and field notes of early anthropologists that depict American Indian life in California have been duplicated at the University of California at Berkeley and placed in 20 county libraries in Northern California.

The materials, located in 13 museums and archives on the campus, will be more accessible to American Indians and help them

regain some of the culture they have lost.

An American Indian leader, Keith "White Wolf" Jones, said the project was important because most members of the nearly 100 Native American tribes in California knew or remembered little about their heritage.

Above, two women at the library in Lake County browse through some of the documents reproduced by Berkeley.

PORTRAIT

Sculpting Music at the Keyboard of a Computer

DAVID L. WILSON

KANSAS CITY, MO. The audience has called James C. Moberley back on stage yet again, where the conductor of the Kansas City Symphony literally shoves him onto the platform normally reserved for these widdling a-ton.

Mr. Moberley surrenders to the inevitable and takes another bow. He is immersed in the cheers that greet the world premiere of his latest work, "Déjà Voyages," his first as composer in residence for the symphony.

Composers require a performance for job satisfaction. But Mr. Moberley, who is most noted for his works that use music generated by computers, spends most of his time teaching music composition as an associate professor at the University of Missouri's campus here. Although his latest composition for the symphony was created entirely with traditional orchestra instruments, "Déjà Voyages" was heavily influenced by previous works that used computer-generated sounds.

Mr. Moberley recently received a Guggenheim grant to produce two pieces—one a piano concerto and the other for an upright bass and computer-generated tones.

Mr. Moberley directs the university's Music Production and Computer Technology Center, which he helped found in 1985, two years after he arrived at the university. The center offers students a technically sophisticated environment to learn how to use computers to produce and compose music.

Susan M. Fennan, general manager of the Kansas City Symphony, says the center "has produced a lot of new composers who are creating new and valuable works."

She adds, however, that Mr. Moberley did not get his appointment because of his expertise with computer music. "We offered him the position because he's a good composer, and because he's had an enormous impact on the music community," she says.

Mr. Moberley says the computer is best used to manufacture sounds that are physically impossible for musicians to create using traditional instruments. "For my music, there's no point in expending all the energy required to precisely simulate the kind of variety you get in a live performance when you can just use live sound."

A Soft, Oboe-Like Tone

But Mr. Moberley says even gifted performers and composers are limited by the physical constraints of the flesh and the instrument. "The classic example is the lowest note on the oboe," he says. "It's impossible to play that note softly, no matter how good the oboist." But a computer can generate a soft, oboe-like tone of that lowest note.

He demonstrates this in his laboratory at the university. Seated at a computer keyboard, Mr. Moberley taps a few keys, and several columns of numbers appear on the screen. He highlights a row of them, his another key, and speakers connected to the computer emit



PHOTOGRAPH BY CONNOR CARROLL FOR THE CHRONICLE

James C. Moberley: "Computers give us perfect control over every atom of the music."

the sound of a bow rubbing against a violin string. Mr. Moberley alters these numbers and another sound is heard, this one much deeper.

"This note is not available on the violin," he says. "It's about a third too low." He thinks for a moment and qualifies the declaration.

"Well, you could lower the string, but you'd run into serious problems. Things like the clarinet go only so low and so high. The fingers can only move so fast. With the thought of music generated by a computer."

Mr. Moberley adds, "I'm hip," he says, lapsing into the argot of the musician. "I think there's a whole lot of cold stuff out there that's been written just because people say, 'Well, I wonder what it sounds like if I do this?'"

"Believe me," he says, "I've heard stuff that makes you physically ill. It's not pretty." He pauses and stares for a moment. He makes some noises come out of the computer. "But music doesn't always have to speak pretty. It can speak of nightmares and fingers on chalkboards and atomic bombs, because that's all part of our world."

"Music doesn't always have to speak pretty."

It can speak of nightmares and fingers on chalkboards and atomic bombs."

computer, those limitations no longer exist.

Mr. Moberley developed his own algorithm to produce the sounds. By altering numbers in the computer program, he can create almost any sound he can imagine. When Mr. Moberley received his A.A. in classical guitar from the University of North Carolina at Chapel Hill in 1978, he was beginning to lose interest in the primitive sound synthesizers available. By the time he received his doctorate in music from Case Western Reserve University in 1982, the new breed of desktop computers offered considerably more power.

Composers and musicians are fascinated by the precision offered by machines. "Computers give us perfect control over every element of the music," he says.

But why, his visitor delicately inquires, do so many people voice it

"This is the really great part about this," he says. "You can take a note and sculpt it. That's what composition is to me. It's sculpting."

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Footnotes

As the result of a study that found many misleading drug advertisements to medical journals, scientists who serve as peer reviewers could find themselves with more work.

The study, conducted by researchers at the University of California at Los Angeles and reported last week in the *Annals of Internal Medicine*, led one federal official to suggest that the Food and Drug Administration ask peer reviewers from outside the agency to check the scientific accuracy of drug ads. Richard P. Kussrow, the Inspector General for the Department of Health and Human Services, commissioned the study and made the recommendation that the FDA seek outside help.

In the study, the UCLA researchers contacted physicians who regularly review medical journal articles and pharmacists from drug-information programs at seven university medical centers. The pharmacists and physicians reviewed 109 advertisements in 10 journals and found an average of 4.3 instances of inadequate, misleading, or inappropriate information in each advertisement.

In an editorial, two *Annals* editors questioned whether advertisements should have to meet the same standards as articles. But the editors recommended creating a national review board to help journals screen out misleading ads.

Two recent sessions have cleared the way for astronomers at the University of Arizona to complete the construction of a controversial observatory on nearby Mount Graham.

A federal judge dismissed a lawsuit filed by the Apache Survival Coalition, which sought to prohibit the development on a site that some Apache Indians say is sacred to their tribe. The Indians and environmentalists contended in the lawsuit that the university and the U.S. Forest Service, which manages the Coronado National Forest where Mount Graham is located, made little effort to notify a local Apache tribe about the proposed observatory.

Judge William P. Cople of the U.S. District Court in Phoenix ruled that the forest service had "put forth an extensive effort over a six-year period" to obtain public advice.

Two telescopes are now being built by the university on a 10,300-foot peak of Mount Graham, which is 75 miles northeast of Tucson. Plans to construct a third telescope had been in jeopardy after the Ohio State University withdrew last fall from a partnership that included Arizona and Italy's Arcetri Astrophysical Observatory.

But last month the partnership received a commitment from the Research Corporation of Tucson to underwrite up to \$7.5-million of the cost of building a single-mirror version of the telescope. Arizona officials said a second mirror would be added later.

Scholarship



Berkeley's Nancy Scheper-Hughes. "I'm not suggesting that these women are devoid of maternal sentiment, thinking, and practice."

Mother Love and Infant Death in a Brazilian Shantytown

New book in critical medical anthropology questions commonly accepted model of maternal bonding

By Ellen K. Coughlin



Where infant death is routine, ideas about maternal love can be turned upside down. Terezinha, a Brazilian shantytown mother, holds her sick baby, Edison, in 1982.

Among the people Nancy Scheper-Hughes came to know during her fieldwork on the Alto da Cruzinha, a shantytown in northeastern Brazil, was a young woman named Terezinha.

On Ms. Scheper-Hughes's first research trip to the Alto in 1982, she found Terezinha's baby boy, Edison, sickly and seriously malnourished. His mother was certain he was dying of *gastro*, or a progressive wasting, one of an array of symptoms the shantytown women attributed to what they called "child sickness." Terezinha spoke matter-of-factly of the boy's refusal to swallow more than a few spoonfuls of gruel each day, and she rarely held him.

Alive, but Not Well

Shortly after Ms. Scheper-Hughes left the town, Edison's condition became much worse. Terezinha took him to the local hospital clinic, but then refused to leave him there. She wanted to take him home to die, she later told the anthropologist.

"I just left him quietly in his hammock," she said. "I didn't want to bother him anymore."

When Ms. Scheper-Hughes returned to

Continued on Following Page

Study of Impoverished Brazilian Community Challenges Ideas About Mother Love

Continued From Preceding Page

the Alto for more field research in 1987, Edison, to her surprise, was still alive, if not exactly well. Almost seven, he was closer to the size of a four-year-old. His father, it turned out, had tried one last desperate visit to the local doctor. Aggressive treatment with antibiotics had saved the boy, but he still exhibited the stunted growth so common among residents of the Alto.

A Treasured Son

As a child who had "foiled death," Edison was now a treasured son. Terezinha spoke passionately about his survival, and affectionately referred to him as her "little monkey."

Terezinha's is one of many such stories that Ms. Scheper-Hughes tells in her new book, *Death Without Weeping: The Violence of Everyday Life in Brazil*, published this month by the University of California Press.

A detailed ethnographic portrayal of some of the poorest of Brazil's poor, *Death Without Weeping* is primarily about the mothers and children of the Alto do Cruzeiro. Through their lives, Ms. Scheper-Hughes, a professor of anthropology at the University of California at Berkeley, attempts to show how an environment of extreme poverty and chronic hunger, where infant mortality is high, can lead mothers to treat the death of a baby with equanimity, and sometimes even help it along.

As she describes it, the Alto do Cruzeiro is a place where idealized Western notions about maternal love are turned upside down.

Ms. Scheper-Hughes is one of a group of scholars who call themselves "critical medical anthropologists," and her book is an example of their attempts to study people's experience of sickness and health with a view to challenging the standard biomedical definitions that surround those conditions.

Medical anthropology is a vibrant field; formed in 1971, the Society for Medical Anthropology is one of the largest units of the American Anthropological Association. All medical anthropologists, in a sense, cast a skeptical eye on the medical profession, working to distinguish, for example, between disease and illness, or between the official diagnostic definition of an affliction and the patient's experience of it. But by and large most medical anthropologists accept and work within standard biomedical categories.

A Leftist Perspective

By contrast, critical medical anthropologists, a newer and smaller group, consciously position themselves outside those categories. They also tend to approach health-related issues from a leftist perspective and to see disease and death as reflective of larger political and economic forces.

"What some people are trying to do," said Margaret Lock, an anthropologist at McGill University, "is to bring a dimension in which one doesn't accept medical categories as natural fact, but as cultural constructions."

The medical category that Ms.



The deaths of infants and children are commonplace in an environment of poverty and hunger. Above, coffins are prepared for the babies of the poor of Bom Jesus da Mata.

Scheper-Hughes does not accept a natural fact has to do with a mother's response to her new child.

"I'm not suggesting that these women are devoid of maternal sentiment, thinking, and practice," she said in an interview. "What I was trying to do was critique the medical model of maternal bonding."

Sugar Cane and Laundry

The Alto do Cruzeiro is a community of some 5,000 rural workers on a hillside above a city in the sugarcane-plantation region of the state of Pernambuco in northeastern Brazil. (Ms. Scheper-Hughes calls the city "Bom Jesus da Mata," a fictitious name, but uses the real names of the shantytown and its residents; their poverty and general insignificance in Brazilian society are cover enough, she maintains.)

Ms. Scheper-Hughes worked with and observed the people of the Alto on and off for 25 years—first as a health-care worker for the Peace Corps from 1964 to 1966 and then as a researcher over the course of four field trips from 1982 to 1989.

In her book, she explains that, like a lot of shantytowns in the region, O Cruzeiro, so it is also known, sprang up in the 1930's or grew rapidly in the 50's when many squatters and tenant farmers were forced off their small holdings as a result of the restructuring of the plantation economy. Most of the men on the Alto do seasonal work as sugarcane cutters. Most of the women do laundry or other domestic work for the wealthy families of Bom Jesus; a few work in the cane fields.

Wages paid to the Alto residents

are paltry. There is rarely enough money to buy sufficient quantities of nutritious food, and much of the water available to the community is unclear. Hunger and thirst are constant presences on the hillside.

To illustrate the general level of malnutrition in the Alto population and among the poor elsewhere in the region, Ms. Scheper-Hughes offers a startling statistic: Rural workers in northeastern Brazil take in an average of 1,500 to 1,700

calories a day; the average nutritional intake of interclass at Buchenwald is reported to have been about 1,750 calories a day.

Under such conditions, Ms. Scheper-Hughes says, the death of small children, especially infants, is commonplace. When asked how many children she has, a poor woman in northeastern Brazil typically replies, "X children, y living." Data Ms. Scheper-Hughes obtained on the reproductive histories of 72 women on the Alto indicated that the "average" woman in the shantytown had experienced 9.5 pregnancies and had lost 3.6 of them before the age of five, 2.6 of them before their first birthdays.

The routinization of child death argues, she says, that the mothers who she calls a "holy indifference" to the loss of their tiny offspring. They greet their babies' deaths calmly and stoically—without weeping. Ms. Scheper-Hughes has even observed a tendency among mothers to withhold their

affection from sickly newborns until the infants are safely past what they consider the most dangerous period, usually the first year. Often the women attribute to their sick babies an aversion to life and will sometimes neglect ones whose fate they believe is sealed, leaving them alone to die—as Terezinha did with Edison.

The experiences of these women, Ms. Scheper-Hughes argues, suggest that such concepts as

an attack on what she calls the "medical model of maternal bonding."

"The way in which medicine and psychology and neonatology and pediatrics have tended to understand the relations between mother and child," Ms. Scheper-Hughes said in the interview, "seems to me to be an adequate description for certain classes at certain historical periods, but not as a universal explanation."

About two decades ago, a body of research began to appear, detailing the bonding process that mothers and infants go through. Although much of that research is no longer accepted by scientists, Ms. Scheper-Hughes argues that many in the medical establishment still cling to the notion that early intimacy between mother and infant is necessary and good for both.

Ms. Scheper-Hughes is not alone in her criticism. In a book to be published by Yale University Press early next year, called *Mother-Infant Bonding: A Scientific Fiction*, Diane E. Eyer, a psychologist at the University of Pennsylvania, attacks the bonding model from a different perspective.

At more than 600 pages, *Death Without Weeping* is full of the richly detailed description of the traditional ethnography. But, as a critical medical anthropologist, Ms. Scheper-Hughes also has a larger critique in mind. She is critical, for example, of how the political and medical establishments—in Bom Jesus da Mata, the two are closely intertwined—have in many large and small ways implicitly conspired in the transformation of the social problem of hunger into an array of medical problems collectively known on the Alto as *neurosis*, or extreme nervousness.

Her central focus, however, is

among other things, that the Alto women's lack of grief may be a fig-leaf, attributable to the "flat affect of impoverished Brazilians" and part of a "culturally mandated norm of mourning behavior."

Others maintain that the assertions Ms. Scheper-Hughes makes about the mothers' indifference to infant death may be impossible to support with any convincing evidence.

Kurt J. Pello, recently retired as director of the medical-anthropology program at the University of Connecticut, has not read Ms. Scheper-Hughes's book but is generally familiar with her work in Brazil and has read the debates already in print about it. "There's no question about the hunger and the infant mortality; those are real, and the data are fairly clear," said Mr. Pello, who with his wife, Gretel Pello, has studied the effects of malnutrition among the poor in Mexico. "But there are extremely complicated areas for assertions to be made and require good solid data, and I'm not convinced she has that."

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Arguments Draw Fire

Nevertheless, many of the things Ms. Scheper-Hughes has to say about the mothers on the Alto have already proved controversial. She has been writing about her field work in Brazil in scholarly and popular periodicals for several years, and her arguments have drawn fire from several quarters.

In a 1988 article in the *Journal of Culture, Medicine, and Psychiatry*, two anthropologists who have worked in Brazil, Marilyn Nations and Linda-Anne Rebbun, argue,

Scholarship

most of their babies will live. "But most of the women I've been working with would really be deviant within that description," she says.

Ms. Ruddick, who teaches philosophy and feminist studies at Eugene Lang College of the New School for Social Research, maintained, however, that she and Ms. Scheper-Hughes are not really that far apart in their view of mothering.

"There is such a thing as maternal thinking that is very, very widespread," she said. "Any woman or man who undertakes and practices mothering engages in a kind of thinking that gives rise to certain reflections on life and death—or death, in Nancy's case—and I don't think anything in her book negates that."

No Stranger to Debate

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Hughes argued in the interview, the description of maternal practices in Ms. Ruddick's book "is a good one for what mothering looks like in the late modern period of Europe and North America following the great demographic and epidemiological transition"—for mothers, in other words, with a

Science Academy Elects Members to Institute of Medicine

The National Academy of Sciences has announced the election of 30 new members and one foreign associate to the Institute of Medicine in recognition of their contributions to health and medicine or to such related fields as the social and behavioral sciences, law, education, and economics. In addition, seven people were honored by direct election to senior membership.

Nancy A. Andreasen, professor of psychiatry, U. of Iowa.

Philip A. Anderson, professor and chair of surgery, U. of Pennsylvania.

Martin Bergman, professor of hygiene and public health, Johns Hopkins.

Kenneth L. Borne, professor and chair of microbiology and professor of pediatrics, Cornell U.

James B. Bourdieu, director, King's Fund College (Britain).

William B. Brady, professor and director of radiology and radiological science, Johns Hopkins U.

Charles C. Copen, professor and chair of veterinary pathology, Ohio State U.

Robert M. Carey, professor of medical science and dean of the school of medicine, U. of Virginia.

Christine K. Cassell, professor and chief of the section of general internal medicine, U. of Chicago.

Gerrald A. Borne, Jr., director of public health programs and services, Los Angeles County Department of Health Services.

Donald M. Fox, president, Milbank Memorial Fund (New York).

Joseph P. Fraumeni, Jr., associate director for epidemiology and biostatistics, National Cancer Institute of National Institutes of Health.

Harold A. Frank, secretary, Washington State Department of Health.

Michael E. Gelles, professor of obstetrics and gynecology and of pediatrics and director of the reproductive sciences unit, U. of California at San Francisco.

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Joseph E. Schenker, assistant professor of family practice, U. of California at Davis.

Lawrence A. Shepp, scientist, AT&T Bell Laboratories (Murray Hill, N.J.).

Clarence E. Shuler, professor of comparative medicine and dean of the school of veterinary medicine, Tufts U.

George D. Lundberg, editor in chief of scientific publications and editor of *The Journal of the American Medical Association*, American Medical Association (Chicago).

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Herbert Pardes, vice president for health sciences and dean of the faculty of medicine, U. of Colorado.

Paul H. Mettling, professor of psychiatry and director of psychiatric institute, Johns Hopkins Medical Institutions.

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FACT FILE: Average Faculty Salaries by Rank in Selected Fields at Four-Year Institutions, 1991-92

| | Professor | Associate professor | Assistant professor | New assistant professor | Instructor | All ranks |
|--|-----------|---------------------|---------------------|-------------------------|------------|-----------|
| Accounting | | | | | | |
| Public | \$52,262 | \$51,784 | \$46,097 | \$51,749 | \$30,094 | \$50,714 |
| Private | 59,767 | 59,880 | 40,457 | 41,843 | 32,280 | 42,009 |
| Agriculture and agricultural production | | | | | | |
| Public | 51,116 | 39,490 | 33,416 | 34,067 | 22,844 | 43,035 |
| Private | 51,530 | — | — | — | — | 38,521 |
| Allied health | | | | | | |
| Public | 49,261 | 40,937 | 33,052 | 32,220 | 27,209 | 36,562 |
| Private | 55,302 | 43,916 | 34,536 | — | 26,065 | 38,343 |
| Anthropology | | | | | | |
| Public | 53,304 | 40,661 | 31,907 | 30,666 | 26,834 | 43,666 |
| Private | 53,614 | 40,669 | 33,332 | — | — | 43,590 |
| Architecture and environmental design | | | | | | |
| Public | 54,920 | 42,434 | 34,596 | 32,563 | — | 44,769 |
| Private | 60,423 | 44,673 | 38,090 | 33,376 | 31,782 | 45,713 |
| Area and ethnic studies | | | | | | |
| Public | 55,444 | 45,499 | 34,604 | — | — | 45,365 |
| Private | 52,767 | 38,085 | 33,893 | — | — | 41,488 |
| Autism and speech pathology | | | | | | |
| Public | 53,774 | 41,330 | 34,186 | 31,252 | 26,227 | 41,650 |
| Private | 51,668 | 38,855 | 33,118 | — | — | 38,491 |
| Business administration and management, general | | | | | | |
| Public | 57,188 | 47,701 | 42,782 | 46,213 | 27,702 | 47,518 |
| Private | 66,387 | 46,070 | 40,443 | 42,732 | 26,660 | 46,334 |
| Business and management | | | | | | |
| Public | 60,741 | 50,470 | 46,359 | 49,807 | 30,133 | 50,443 |
| Private | 71,668 | 50,635 | 43,324 | 41,264 | 29,946 | 51,647 |
| Business economics | | | | | | |
| Public | 56,279 | 45,468 | 40,882 | 42,139 | 29,264 | 47,023 |
| Private | 53,167 | 43,787 | 38,796 | 36,474 | 29,859 | 44,080 |
| Chemistry, general | | | | | | |
| Public | 53,462 | 40,489 | 33,232 | 32,471 | 26,611 | 45,073 |
| Private | 62,600 | 38,905 | 32,352 | 30,166 | 28,502 | 45,910 |
| Communications | | | | | | |
| Public | 51,019 | 40,221 | 32,266 | 31,466 | 26,471 | 38,064 |
| Private | 46,898 | 38,540 | 31,171 | 30,772 | 24,803 | 35,380 |
| Communications technologies | | | | | | |
| Public | 54,496 | 42,103 | 33,926 | — | 30,463 | 41,670 |
| Private | 51,448 | 40,223 | 33,401 | 31,719 | 26,076 | 37,418 |
| Computer and information science | | | | | | |
| Public | 56,466 | 46,580 | 42,045 | 44,263 | 28,037 | 47,345 |
| Private | 56,410 | 44,378 | 38,470 | 36,887 | 30,614 | 43,504 |
| Curriculum and instruction | | | | | | |
| Public | 49,380 | 40,319 | 32,500 | 30,862 | 25,095 | 38,736 |
| Private | 56,287 | 42,725 | 33,871 | — | — | 43,981 |
| Dramatic arts | | | | | | |
| Public | 52,188 | 38,596 | 31,040 | 29,164 | 26,400 | 36,342 |
| Private | 48,128 | 36,952 | 29,672 | 29,239 | 27,901 | 36,385 |
| Dancing | | | | | | |
| Public | 48,473 | 38,361 | 31,246 | 29,041 | 27,184 | 36,810 |
| Private | 48,067 | 38,418 | 28,796 | 27,430 | 25,336 | 36,877 |
| Economics | | | | | | |
| Public | 57,882 | 45,192 | 38,636 | 38,950 | 30,267 | 47,461 |
| Private | 56,262 | 43,306 | 38,158 | 36,851 | 32,003 | 46,906 |
| Education | | | | | | |
| Public | 50,566 | 40,561 | 33,186 | 32,802 | 24,836 | 41,207 |
| Private | 48,776 | 37,968 | 31,623 | 31,380 | 24,399 | 37,986 |
| Engineering | | | | | | |
| Public | 60,028 | 48,664 | 42,343 | 43,261 | 31,236 | 50,158 |
| Private | 71,292 | 52,077 | 45,989 | 43,244 | 29,792 | 59,027 |
| Engineering technologies | | | | | | |
| Public | 49,873 | 40,767 | 35,022 | 34,108 | 28,172 | 39,971 |
| Private | 53,234 | 43,939 | 36,477 | — | 32,408 | 43,243 |
| Foreign languages | | | | | | |
| Public | 61,637 | 39,705 | 31,447 | 30,276 | 24,692 | 38,886 |
| Private | 49,480 | 39,301 | 31,729 | 29,684 | 25,787 | 35,412 |
| Geography | | | | | | |
| Public | 52,146 | 40,707 | 33,170 | 32,644 | 27,069 | 43,015 |
| Private | 49,668 | 38,133 | 32,502 | — | — | 41,236 |
| Geology | | | | | | |
| Public | 53,168 | 40,715 | 33,087 | 32,437 | 27,307 | 45,072 |
| Private | 61,766 | 44,074 | 34,073 | — | — | 62,226 |
| Higher-education administration | | | | | | |
| Public | 54,085 | 48,093 | 35,083 | 37,331 | 31,944 | 46,571 |
| Private | 54,269 | 42,776 | 35,083 | — | — | 44,397 |
| History | | | | | | |
| Public | 51,432 | 38,904 | 31,350 | 30,265 | 27,439 | 43,619 |
| Private | 50,016 | 39,306 | 31,501 | 29,613 | 26,396 | 41,724 |
| Home economics | | | | | | |
| Public | 50,737 | 40,520 | 33,541 | 32,463 | 26,728 | 38,109 |
| Private | 40,733 | 38,878 | 31,678 | — | 25,067 | 33,906 |
| Hotel/motel management | | | | | | |
| Public | 53,264 | 48,818 | 35,965 | — | — | 42,098 |
| Private | — | 42,492 | 36,454 | — | 29,848 | 40,699 |
| Industrial/arts education | | | | | | |
| Public | 61,488 | 41,261 | 34,295 | 33,278 | 26,102 | 41,631 |
| Private | — | — | — | — | — | — |

Note: The figures are based on reports from 200 public four-year institutions that are members of the American Association of State Colleges and Universities and from 517 private four-year colleges and universities. The data are included in the averages for all ranks and for all fields.

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

Business Professors Get Top Salaries at Public Colleges

Continued From Page A11

assistant professors of accounting earned an average salary in 1991-92 of \$51,749—compared with \$43,261 for new assistant professors of engineering.

CUPA's annual survey looks at salaries by discipline and rank. The American Association of University Professors also surveys faculty salaries, but its survey is broken down by rank and institution. The AAUP's latest survey found that average faculty salaries had risen 3.5 per cent this academic year, the smallest increase in more than 20 years (*The Chronicle*, April 22).

This year CUPA added the field of social work to its list of disciplines in the survey. The average salary of a new assistant professor of social work was \$32,589 at public colleges and \$31,020 at private ones.

The national recession seems to have depressed the pay increases that many faculty members received this academic year, Mr. Howe said. The average raise at private institutions surveyed

at public and private institutions who were new assistant professors had dropped from 5 per cent in the last few years to 4 per cent in 1991-92. "That's as low as we've had since 1983-84," Mr. Howe said.

CUPA has issued two separate reports on the survey, one on public and one on private institutions.

Copies of the two reports are available to institutions that took part in the survey for \$30 each, to CUPA members for \$50 each, and to all others for \$75 each from the College and University Personnel Association, 1233 20th Street, N.W., Suite 503, Washington 20036; (202) 429-0311. Colleges may also purchase specially tailored studies comparing their average faculty salaries with those of other institutions.

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AAUP May Censure 6 Colleges, Lift Sanctions Against 5

Continued From Page A11

ing," but said he was not as heartened about the cases to be investigated in the next academic year. "We have a lot of very small, private, mostly church-related colleges coming down the pike," he said. "I get depressed about what the months ahead may bring."

Controversial List

Each year the association's Committee A on Academic Freedom and Tenure investigates cases of possible violations of widely accepted faculty rights. Based on its investigations and recommendations, AAUP members vote at their annual meeting on whether to cen-

sure an administration. To get off the blacklist, a college must take steps—ranging from reinstating a professor or providing a cash settlement to changing its institutional policies—to redress the problem that led to censure.

The censure list has long been controversial. Some administrators dismiss it as having no influence; others call it an unfair branding by a group with a union bias. One official whose college is under investigation by the AAUP called it "an academic terrorist organization."

AAUP officials say the list is valuable for monitoring the climate of academic freedom nationwide.

Following are summaries of the six cases that will be discussed:
■ **Chowan College.** After discontinuing the college's secretarial program, administrators terminated a tenured professor who had taught in the department for 30 years. An AAUP investigating committee concluded that the college had made no attempt to relocate the professor to another suitable faculty position, as recommended under academic-freedom principles.

The committee further concluded that by notifying the professor of her termination only three months in advance, and then promoting her to a position of

Continued on Following Page

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AAUP May Censure 6 Colleges, Lift Sanctions Against 5

Continued From Preceding Page
victing no severance pay, Chowan had violated her academic freedom. College officials did not return telephone calls.

■ **Dean Junior College.** After avoiding censure in two previous times—in 1966 and last year—the college probably will not escape the blacklist this year, Mr. Jordan said. Last year, Committee A recommended delaying a decision on whether to censure the college. It noted that a new president, Frank B. Bruno, was taking office and he had pledged his commitment to academic freedom and tenure.

The AAUP's investigation concluded earlier that the college had

violated the academic freedom of two business professors when it dismissed them in 1990 after their unsuccessful attempts to form a union. The investigation also found that the climate for academic freedom was unhealthy because of the absence of a tenure system, which was abolished in 1973.

Since last year's annual meeting, the college summarily dismissed another professor. The association has concluded that Dean administrators violated the due-process rights of the professor, who was dismissed after an unauthorized three-day absence from class. She was not allowed an appeal or a hearing, an AAUP official said. In

addition, association officials noted that Mr. Bruno had resigned in April and that the college still has no tenure system. John A. Dunn, Jr., a trustee and Dean's acting president, said in a statement that he could not comment on the AAUP's investigation, but he said that professors and administrators were working on "several initiatives."

■ **King's College (N.Y.).** Last year the association delayed a decision on censuring King's because an investigation had found that the college had made efforts to redress academic freedom violations.

The AAUP investigators concluded that the college had unfairly dis-

missed a professor in 1990 who had worked at the college for 18 years. The college made a cash settlement with the professor, and the president, Friedrich K. Radandt, promised to work toward implementing a tenure system. King's offers five-year appointments.

Association officials have noted that the college is still facing serious financial problems. While King's does not yet have a tenure system in place, it has provided greater protections for professors, Mr. Kurland said. He expects Committee A to recommend against censuring King's.

■ **Loma Linda University.** Three long-time professors teaching in the university's medical center were dismissed after harshly criticizing the university's adminis-

tration. The dismissals were made in violation of academic freedom and due-process principles, an investigating committee concluded.

The committee criticized the university's policies for clinical faculty members, who are considered separate from the rest of the faculty because of their salary arrangements. As at many medical schools, the teaching physicians earn their living through their medical practices—rather than from university salaries—and work under contracts with a faculty medical group. The contracts allow the group to dismiss a physician without cause by giving only 60 days notice. The AAUP communications notice that the contract terms, the due-process procedures, and the absence of tenure for physicians all violated the professors' academic freedom.

University officials said the AAUP report was "biased" and did not reflect the views of the majority of faculty members.

■ **New Community College of Baltimore.** A professor who had taught at the college since 1972 and been awarded tenure under a previous system was dismissed in violation of his due-process rights, according to an AAUP investigation.

State legislation in 1990 changed the college's name from Community College of Baltimore and gave it a new governing body. The governor appointed a new president, James D. Tschachtlin, who abolished tenure and the faculty's collective-bargaining agreement. Under a new faculty-evaluation system, the professors were dismissed.

The AAUP's investigation concluded that the new administration had "endangered academic freedom" at the college by not honoring the tenure for professors who had already achieved that status. In an interview, Mr. Tschachtlin said, "We disagree with their conclusions." He added: "Tenure is not the only way to achieve academic freedom and job security." Professors now work under three-year contracts, he said.

■ **Wesley College (Del.).** Six professors, five of them tenured, were dismissed last year for publicly criticizing an administrative proposal for dealing with the college's projected deficit, an AAUP investigation found. In April, faculty members voted no confidence in the president, Reed M. Stewart. After the six professors, who were faculty leaders, publicized the results of the no-confidence vote, they were fired.

One tenured professor was reinstated. The investigating committee concluded that Wesley had violated the academic freedom and due-process rights of the others. The committee also found that the college lacked sufficient policies on shared governance.

The professors filed complaints with the National Labor Relations Board. Since the AAUP's investigation, the college has made cash settlements with all six professors. But AAUP officials said the college had not changed the policies that led to the violations. A college spokesman said in a statement that Wesley had shown "sincere and continued efforts and progress in fostering collegiality and participation on campus."

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Information Technology



Thomas O. Duncan, an associate professor of integrative biology and the project's faculty assistant. "A data base will enhance the utility of a collection."

Computerized Catalogs Extend Access to Specialized Collections

Project at Berkeley is designed to make material in fields from architecture to public health more available to scholars and laymen

By Beverly T. Watkins

Beginning next August, schools and colleges will have access to a wide variety of educational programs and teleconferences on a new national telecommunications service dedicated entirely to instruction.

The service, which will be operated by the National Education Telecommunications Organization and the ES&AT Corporation, expects to make educational programs for all academic levels available on a single satellite. "One satellite means that schools, teachers in classrooms, and students will have multiple choices of live interactive video, voice, and data programming," says Brian Thompson, ES&AT's chairman.

International Business Machines Corporation is supplying a satellite uplink and related technical equipment to help get the service started.

The two telecommunications organizations expect 35 to 40 educational programmers to use the satellite service for courses, seminars, and special events during the first six months. That number could double by the 1993-94 academic year, they speculate.

NETO and ES&AT were established to purchase and manage telecommunications services for educational institutions.

■ The Association of Research Libraries has published the second edition of its directory to electronic publications, with half again as many entries as in the earlier edition.

When it came out in July 1991, the *Directory of Electronic Journals, Newsletters and Academic Discussion Lists* contained 627 titles. The new version has 900 entries, an increase of 45 per cent in less than a year. The greatest growth was in the number of lists, according to the editor, Ann Okerson, who is director of the Association of Research Libraries' Office of Scientific and Academic Publishing.

The directory gives instructions for retrieving the contents in ASCII text on the networks and for gaining access to each publication listed.

Two-thirds of the academic institutions, government agencies, libraries, and other organizations that purchased the first directory chose the paper over the electronic version.

In her foreword, however, Ms. Okerson says, "Rapid growth and potential size suggest that in time the networks will become the most, if not the only, sensible way to retrieve these directory files."

The new edition is available from Christine Klein, Office of Scientific and Academic Publishing, Association of Research Libraries, 1527 New Hampshire Avenue, N.W., Washington 20036; (202) 232-2466; cklein@enl.org. The 240-page paper version is \$12.50 for members and \$25 for others. The diskette version for Apple Macintosh or IBM and compatible machines is \$20 plus postage.

BERKELEY, CALIF. THE HERBARIUM at the University of California at Berkeley contains 1.75 million dried plants, each affixed to a separate sheet of cardboard. The boards rest one on top of another in stacks loosely wrapped in paper folders. The folders are locked in steel cabinets in a building that is located several miles from the campus.

Of necessity, access to the collection is limited to researchers, faculty members, and students who are taking courses in botany and related subjects. Because specimens are organized by their scientific names, users must know exactly which plants they want in order to locate them. Each time the dried plants are unwrapped, bits and pieces crumble off. Some specimens are now worthless.

The herbarium is just one of the specialized collections here to which access is limited because of their size, peculiar organization, and fragile or unwieldy contents. Another is the anthropology museum, which has 3.8 million skeletons and a catalog that accounts for them all in 650,000 records. The architecture and the earth-history slide libraries have 550,000 35-millimeter slides between them and no estalogs at all.

The Museum Informatics Project is a new venture designed to make these and other non-book resources accessible to experts and laymen alike. Although the project includes just a few dozen collections now, the directors hope that one day it will involve the campus's 80 or so collections in art, environmental design, international studies, natural sciences, public health, and other fields.

"Trained in the Priesthood" For the project, managers of the special museum and library collections will develop computer-based catalogs with text information and images of their materials. Anyone will be able to study the contents of a collection and see pictures by searching an electronic data base. The on-line catalogs will be accessible over the campus network and, eventually, over national and international networks.

"The clientele for many collections has been restricted in the past because you have to be trained in the priesthood and know what you want. So no one goes to look at the collections," says Thomas O. Duncan, an associate professor of integrative biology, who is the museum project's faculty assistant. "A data base will enhance the utility of a collection."

Mr. Duncan says that organizing materials on the computer will let the university make its many resources available to public-interest groups, such as "the environmental consulting world," which have been clamoring for information. "The only place this stuff exists is in the museums," he says. "In electronic form, we can research the collections in ways that make sense, depending on the kind of answers you want."

Berkeley is one of the few universities qualified to undertake something like the

Continued on Page A17

TEACHING WITH TECHNOLOGY

- Digital technology displays images of artworks on computer
- Software program aims to make statistics less mind-boggling
- Multimedia disk offers information on neurological disorders

Duke University students are studying art on computer screens in two new centers that use digital technology to display images of artworks. The purpose of the computerized centers is to make high-quality artistic images accessible to more students.

In the past, students in such courses as African-American or Pre-Columbian art have had to compete for access to a limited

number of art reproductions. Now they can turn on an Apple Macintosh computer in one of the study "clusters" and view the works on their screens. Students can study details of the work or compare works side by side.

The cluster concept lets students work together at the computers. "We have found it is best for students to study and discuss the works together," says Caroline Bruzelius, chairwoman of the De-

partment of Art and Art History, who created the project.

Next fall the art department will have study clusters in two libraries, with eight computers in each cluster. So far, about 400 images are on the computer data base.

Ms. Bruzelius hopes to be able eventually to transmit the images to other campus sites over a computer network. "What we're doing now is just phase one—just a way station en route to the 'global ac-

cessibility' of images on campus," she says.

Images are scanned into the computer from a slide or a photograph and stored in digital form in a data base that also includes text information, such as title, artist, medium, and subject.

For more information, contact Ms. Bruzelius, Department of Art and Art History, 112 East Duke Building, Duke University, Durham, N.C. 27708; (919) 684-2224.

Statistics may soon become a little less mind-boggling for some college students, thanks to a computer program being developed at Tufts University. The program, called "ConStatS," will be tested in classrooms at

Tufts and four other universities next fall.

The program, which runs on an IBM personal computer or compatible machine, is designed to teach introductory statistics in a manner geared to each student's individual learning style. A student can take a problem and examine it from a number of different perspectives. Students who need help can stop for further explanation.

For example, a set of data might appear on the screen and a student would be asked what he wants to do with it. A confident student would select an option and move ahead. But a student who "froze" or who became confused at that point would be able to hit a "help" or "u" button for further explanation.

"Students who successfully use software feel most comfortable posing questions, breaking them down, and extracting ideas through thinking and experimenting," says Steve Cohen, who directs the university's Curricular Software Studio. "What we've done here is to create environments where people can do that."

For more information, contact Mr. Cohen, Curricular Software Studio, Arena User Area, Tufts University, Medford, Mass. 02155; (617) 627-3082; scohen@tufts.edu.

Medical students at the University of Washington are testing a videodisk program developed to help them understand communications disorders and the effects of speech therapy.

"Multimedia Introduction to Neurologically Impaired Speakers," or "NINUS," combines animation, drawings, photographs, sound, text, and video.

The prototype disk, which operates with Apple Macintosh computers, provides information on three neurological disorders: aphasia, apraxia, and dysarthria. It contains excerpts from videotapes showing the characteristic symptoms of the disorders, how they affect patients, and how they relate to other disorders. The tapes also illustrate how speech therapy can help patients.

The videodisk was developed by Jodie K. Haselkorn, acting assistant professor of rehabilitation medicine and attending physician at the Seattle Veterans Administration Medical Center; Mark P. Haselkorn, chairman of the university's technical-communication department; and Kathryn Yorkston, professor of rehabilitative medicine and director of speech pathology at the university medical center.

"It is impossible to fully learn about communications disorders from a traditional textbook," Ms. Haselkorn says. "The disorders need to be seen and heard. Even the clinical setting is limited by the time residents can spend and the chance availability of patients."

Ms. Haselkorn hopes to introduce the videodisk program into more classes next spring.

For more information, contact Ms. Haselkorn, Veterans Administration Medical Center, 1660 South Columbian Way, Seattle 98108; (206) 764-2222.

KATHERINE E. MANOIAN

Information Technology

Information Technology

Computers Used to Extend Access to Collections

Continued From Page A15
Museum Informatics Project, according to Mr. Duncan, who was director of the University Herbarium until 1991, when he joined the project. "There are relatively few academic institutions with the diversity of collections and the expertise in computers that Berkeley has," he says.

Although several universities, such as Cornell and Harvard, are considering similar ventures, he says, "no one else is doing a project like this."

The museum undertaking grew out of experiments started in 1988 by the Advanced Technology Planning Group, a part of the university's Office of Information Systems and Technology, to develop a database system for storing images in digital form.

"The art and architecture people came to us and said, 'We want images of our articles on computer. Can you help us?'" says Barbara H. Morgan, director of the planning group, which oversees the museum project.

Over the next few years, the planning group developed some prototypes with materials from several special collections. Those models demonstrated that images of artifacts, botanical specimens, paintings, photographs, maps, slides, and other visual materials could be digitized and combined with text records into on-line catalogs.

\$215,000 Grant

In January a group of special collection managers formed a coalition to turn the prototypes into functioning systems. The coalition includes the museums of art, anthropology, paleontology, and vertebrate zoology; the architecture and art-history slide libraries; and the herbarium.

Sun Microsystems Inc. gave the university a \$215,000 grant for equipment. The National Science Foundation gave the herbarium a \$720,000 grant to develop an on-line catalog of California flora.

For the undertaking to succeed, the collection managers must solve some thorny problems. Ms. Morgan says. Technical matters—organizing unwieldy collections, putting records into electronic form, adapting prototypes to new fields—will be the easiest to handle, she predicts. Intellectual issues—agreeing on common procedures and standards, for example—will be far more difficult.

"Cooperative efforts are absolutely essential for this project," she says. "The problems are bigger than any one department or collection can handle. Groups on campus that don't normally talk to each other—the fossil people and the art people—have to get together and try to see what their collections have in common."

The prevailing attitude among collection managers today is, "My collection is so unique I couldn't possibly . . ." Ms. Morgan says.

While they all want to participate in the new project, the managers



Barbara H. Morgan of Berkeley's Advanced Technology Planning Group. "Cooperative efforts are absolutely essential for this project."

have different opinions about the value of computers for organizing text and images.

Marilyn Snow, a librarian who worked on one of the prototypes, says she is eager to have an on-line catalog with information and pictures because it will make access to her Architecture Slide and Photograph Library much easier.

"I have 200,000 slides and no catalog," she says. "People go to cabinets and look in drawers by category, artist, or name of a building, which is fine if you know that. But people who are thinking of a building type or design or a spatial relationship can't find it."

Ms. Snow says she based her concept of an on-line catalog on the typical architecture catalog of the 1940's, which was a scrapbook with tiny pictures. "I decided we should put that on computer and keep the visual references," she says.

About 1,700 records and 3,000 images are now accessible on the architecture prototype. The model uses two programs—"ImageQuery" and "ImageView"—that turn the computer screen into windows for text and pictures.

'A Visual Data Base'

With her system, Ms. Snow says, she can ask for Indian, Chinese, and Islamic towers, for example, and the computer will tell her how many records are in the data base. With a click of a mouse, she can retrieve the records and scroll through them in one of the windows. With another click, she can get a description and image of a Chinese watchtower and zoom in on a detail. Another click produces a window filled with small snapshots of other towers.

"When the catalog is on line and we have a visual data base," she says, "we can give a visual counterpart to what people are learning from books. We can have more visual education."

Patricia Podzorski, information systems manager at the Phoenix Apperson Hearst Museum of An-

thropology, says she has reservations about trying to create a computer catalog for a collection of 3.8 million objects.

"Over the last 20 years," she says, "the museum has made a couple of runs at computerizing the collection, but they never got off the ground. The computer has not been able to do what the curator has wanted to do. Paper was better. Since this is our third run at computerizing, there is a certain skepticism."

The anthropology museum's effort to develop an on-line catalog is still preliminary—"a prototype prototype," as Ms. Podzorski puts it. "Our pre-alpha version of the basic screen is so primitive we can't even capture the 50 records we have entered."

'Icig on the Cake'

Ms. Podzorski calls digital images "icing on the cake" for the anthropology collection.

"Essentially, we're transferring a paper system to the computer," she says. "Images are not our prime interest right now."

Because of the time required for computerization, Ms. Morgan says she expects the Museum Informatics Project to extend well into the next century. "The basic automation of these collections is a nightmare," she says.

"Digitizing text is about five minutes per slide, not counting any fancy editing," she says. "That is about the same amount of time it takes to catalog the text record. So you're looking at 10 minutes to get the image and the text record into the data base. If you multiply that by the size of some of these collections, you're talking about decades of work."

Now that the museum project is under way, Ms. Morgan says, she is looking for a small collection to computerize so people can see that an on-line catalog for a complete collection is realistic. "The next stage is tricky," she says. "The question is, What new project will have the quickest payoff?"

Advertisement

The Learning Society: My Next Life

By Bernard R. Gifford, Ph.D.
Apple Computer, Inc.



The mug shot at the top of this column hasn't changed. And the name is the same. But the more observant readers among you may have noticed that a line of description is missing under my byline: I am no longer identified as Vice President for Education at Apple Computer. And it occurred to me that those of you who know me, and those of you who have come to know me through these columns, might wonder why.

The simplest explanation is that a decade in "new-age" California has finally had an effect on this cynical New York state kid. One life isn't enough for me. But while people around me relish their past lives, I'm preoccupied with the future. And I'm sure of one thing: I want to spend my next life in a university setting. That's where I feel most at home.

After three very exciting years at Apple Computer, I've found myself drawn, with increasing intensity, back into the fold. Not that I've ever been entirely gone! One of the things I've enjoyed most during my tenure at Apple has been the opportunity to visit colleges and universities from coast to coast to consult with them. I've visited campuses in North Carolina, Virginia, Kentucky, Washington, and Ohio. I've felt wonderful about those communities of learners. I've drawn back to an arena where I can work, in an ongoing way, with students and colleagues. And so, faced with the decision of staying in corporate life or reintegrating myself into the university community, I've decided to return to the University of California at Berkeley. Beginning in January 1993, I'll be taking up my teaching duties there once more.

So—if you'll forgive an existential digression—why am I still occupying this space? As I make the transition to my next life, I'll be doing a number of things. Apple has asked me to continue these columns for the time being. There are still many things I've learned and observed about computers and classrooms that I want to communicate. And when the time comes that I'm no longer writing these columns under the sponsorship of Apple, I plan to continue sharing my ideas about education and technology through other channels, including a book that I hope to complete in coming months.

Some of my plans are more pedestrian—and I mean that literally. After years of frequent flying and phone meetings on the freeway, I want to take walks with my family and spend a lot more time with them. My 11-year-old son is showing promise of achieving the goal that I strived so hard for and fell short of—being the next Willie Mays. He's playing Little League baseball and I'll be assistant coach of his team. And my five-year-old daughter Elizabeth Danielle, whom we call Gia, is getting ready to play T-ball. She's also an aspiring ice skater and a budding physicist, and she's rapidly proving herself to be our family's resident Macintosh computer expert. So I'll be taking some lessons from Gia. And finally, I'll be spending happy summer hours proofreading my wife's latest book.

At the same time, I'm going to be doing a great deal of thinking about how I can build on the knowledge and experience I've accumulated—sometimes despite myself—over the years. I learned many valuable lessons while serving as dean of the Graduate School of Education at Berkeley, where I had the pleasure of building an especially strong program in cognitive science and instructional technology, and where I was given the opportunity to recruit some of the world's finest cognitive scientists to the faculty. And in my three years in the truly fascinating and challenging business environment of Apple, I've picked up the equivalent of three or four MBAs. I hope to find some way to combine these experiences with my desire to talk about what the future holds in instructional technology and with my impulse to move from diagnosis to development. I plan to do a great deal of reflecting about ways that I might help to build the future.

And I believe that it will be a very exciting future. We are on the edge of tremendous technological advances that will improve instruction and make better use of teachers' time and energies. We are on the verge of critical breakthroughs—new courseware authoring systems, new multimedia applications, and new networking opportunities.

We are in the process of developing not only new methods for teaching, but also a new vision of learning—one that recognizes learning as a normal part of being alive rather than a specialized activity tied to the classroom. We are moving toward what I call the Learning Society, in which modern technology is harnessed to free the way we learn, so that learning can go on at any time, in any place, on any topic, and in any sequence. Freed from our self-imposed constraints on how we learn, we can use the world at large as our classroom, and one another as our teachers.

In my next life—and in my next column—I hope to contribute to this vision.

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Medline. "Medline, Version 1.0," for Apple Macintosh or IBM PC and compatibles. Requires "HyperCard" or "Windows." Interactive multimedia program on the health of blacks gives information on seven diseases: AIDS, cholera, diabetes, hypertension, lupus, osteoarthritis, and sickle-cell anemia; includes origin, symptoms, treatment, prevention, and outlook. \$122 for Apple Macintosh version; \$99 for IBM version. Contact: Atrialink Software, 1815 Wellington Road, Los Angeles 90019; (213) 732-7925.

Physica. "Crystal Tutor," for Apple Macintosh. Requires "HyperCard." Seven self-paced tutorials help students learn the complex three-dimensional structures of solid-state chemistry and crystallography; 345 quantity discounts available. Contact: Intelimation, Department O&P, Box 1330, Santa Barbara, CA 93116; (805) 346-8355 or (805) 685-2100.

Programming. "Matrix Engine," for Apple Macintosh. Enables programmers to develop applications for data in data bases, ledgers, lists, and spreadsheets; lets users create, edit, maintain, and save lists with a defined number of columns and a most infinite number of rows; \$395. Contact: Data Pak Software Inc., 9317 Northeast Highway 99, Suite G, Vancouver, Wash. 98665-8900; (206) 573-9155.

Statistics. "Stats for Windows," for IBM PC and compatibles. A statistical-analysis package provides file management, data manipulation, and data editing; capable of summary, means comparison, correlation, linear regression, non-parametric tests, and multiple responses; users can display multiple windows containing numbers, graphics, commands, and data simultaneously; includes "hot buttons" for immediate access to charts; \$595; site licenses available. Contact: nsa inc., 444 North Michigan Avenue, Chicago, 0661-3962; (312) 328-2400.

Utilities. "3d3," for IBM PC and compatibles. Requires "Windows." Letturers remove jagged, stair-stepped edges from color and grayscale computer graphics; enhanced images in painting, photo-retouching, and three-dimensional applications; \$99.95. Contact: Ray Dream Inc., 1804 North Shoreline Boulevard, Mountain View, CA 94043; (800) 846-0111 or (415) 960-0768.

OPTIONAL DISKS

Chemistry data bases. "Analytical Abstracts," for IBM PC and compatibles. Includes abstracts from 1,000 international scientific journals originally published in more than 20 languages; \$1,450; updated quarterly. Contact: SilverPlatter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5036; (800) 343-0064 or (617) 769-2599.

Physics data bases. "Phys," for IBM PC and compatibles. Contains 1.2 million records on peaceful uses of nuclear science and technology compiled by the International Atomic Energy Agency from material in 190 national and international centers; \$2,500. Contact: SilverPlatter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5036; (800) 343-0064 or (617) 769-2599.

Publishing data bases. "BookFind-CD, Vol. 1 Edition," for IBM PC and compatibles. Used with IBM PC and compatibles. Contains bibliographic records for 1.3 million books in English; includes descriptions, tables of contents, reader level, publisher, author or editor, and price; users can search by 2,000 classifications; \$1,695 annually; updated monthly. Contact: Baker & Taylor Books, 652 East Main Street, Bridgewater, N.J. 08807-0920; (800) 235-4490 or (908) 218-0000.

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William G. Karby, an economics professor at California State U. at Sacramento. "You will not find America 2000 mentioned in the proposal to the Education Department, all 180 pages of it."

Campus Officials Question Colleges' Role in President's School-Reform Effort

By JACK GOODMAN

Many college officials are skeptical of the role the Bush Administration envisions for their institutions in the America 2000 school-reform effort.

Although they are pleased that the President is drawing attention to the need for education reform, many argue that the agenda set forth in America 2000 is so vague and contradictory that they do not know what is expected of their institutions. They also say their budgets are so tight that the government cannot expect them to expand programs or create new ones without offering financial help.

What is more, many educators say that the America 2000 program glosses over a fundamental way in which higher education influences schoolchildren: teacher education.

College officials are annoyed that the Education Department has criticized them for not doing enough to help elementary and secondary schools. Many in higher education say that the Administration is ignoring existing, effective programs run by colleges.

Colleges Called "Over-Sensitive"

Still, Carolyn Reid-Wallace, the Assistant Secretary for postsecondary education, says that she has seen a growing contribution by colleges to America 2000 and that their criticism of the strategy results from being "over-sensitive" and excessively concerned about receiving credit for their work.

America 2000 is the Bush Administration's strategy to inspire the nation to

achieve the six National Education Goals. The goals, which were developed by the Administration and the nation's governors, state that:

- All children will enter school ready to learn.
- The high-school graduation rate will be at least 90 per cent.
- Students will be competent in the five core subjects of English, mathematics, science, history, and geography.

■ American students will be first in the world in math and science.

- All adults will be literate.
- Every school will be free of illegal drugs.
- The strategy envisions a "populist crusade" in which communities and cities adopt the goals and rebuild their own schools while the federal government serves primarily as a source of encouragement.

Continued on Page A22

Republican Lawyer Is Administration's Choice to Head White House Effort on Black Colleges

By JOYE MERCER

WASHINGTON
Trudi M. Morrison, a Washington lawyer who has worked for several Republican politicians, is expected to be named to direct the Bush Administration's efforts on behalf of historically black colleges.

Education Department officials confirmed last week that Ms. Morrison was the choice of Carolyn Reid-Wallace, Assistant Secretary for postsecondary education. The officials said Ms. Morrison, who is already consulting at the department, would not comment.

Ms. Morrison would succeed Robert K. Goodwin, who was fired by Ms. Reid-Wallace in February.

An executive director of the White House Initiative on Historically Black Colleges and Universities, Ms. Morrison would work to strengthen the ability of black colleges to participate in federal pro-

grams. She would also coordinate the efforts of the President's Board of Advisors on Historically Black Colleges and Universities.

Ms. Morrison, a Denver native and graduate of Colorado State University and George Washington University School of Law, was deputy sergeant-at-arms at the U.S. Senate in 1986 when Sen. Robert Dole, a Republican from Kansas, was Senate majority leader. Before that, she served as associate director of the Office of Public Liaison in the Reagan White House.

"Fifth-Generation Republican"

In a December 1986 *Ebony* magazine article that referred to Ms. Morrison as a "fifth-generation Republican," she described herself as "the CEO of the Senate corporation."

Reaction to the expected appointment
Continued on Page A23

Work-Study and Other Student-Aid Programs Are Seriously Hurt by Recession

Continued From Page A1

cost the government \$3.4-billion this year. The failure to stem the tide of bad news despite recent crackdowns in Washington could harm student-aid programs politically, and high default rates at some institutions could result in their students' becoming ineligible for federal loan programs.

These developments followed the Bush Administration's announcements last month that the Pell Grant program had a deficit of \$1.4-billion because of unexpected demand for grants this year and in the coming academic year.

Tuition Up on Many Campuses

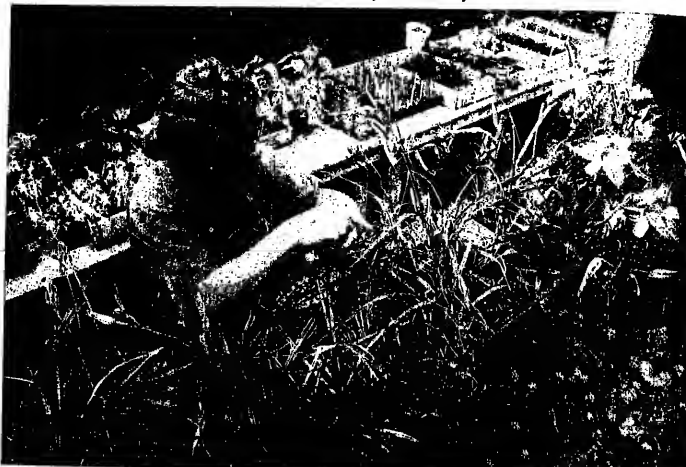
The greater demand for aid has coincided with increases in tuition on many campuses—particularly at many public institutions, where students have been asked to pay more to make up for cuts in state budgets. Aid officers say the programs can stretch only so far.

"It's time to take a look at the whole picture," said Dan Davenport, director of financial aid at the University of Idaho. "We've got to look at some different ways" of aiding students, he said. "We can't continue with 1979 funding levels."

The Bush Administration has been reluctant to blame the recession for the increased demand, but college officials say more people have enrolled in college or job-training courses because they cannot find work. They also report that more students have become eligible for aid because their parents are unemployed.

Washington has provided Pell Grants to all who qualified, creating the shortfall with which Congress is now grappling. But the federal government has not been as generous in the work-study program, advising campuses to make do with the funds they've been allocated.

Under the work-study program, campuses are allotted funds based on the esti-



A Youngstown State student works for the biology department in the institution's greenhouse. University officials are concerned that a shortfall in work-study funds will affect enrollment.

to take the jobs, and many of them worked more hours.

"More and more people are looking at College Work-Study as an option," said Richard Lasko, director of financial aid at the University of Toledo. He said his university did not see the decline in demand for work-study jobs that had been typical in the spring, when students took better-paying jobs off the campus. "It just hasn't stopped."

Mr. Lasko said demand had also increased because budget cuts in Ohio had led many department heads on the campus to hire work-study students this year as secretaries and laboratory assistants. "It's a double-edged sword," he said.

Toledo is coping with the problem, Mr. Lasko said, by cutting some students' work hours, adding more university funds to the work-study program, and encouraging students to take out Perkins Student Loans rather than work.

Mr. Davenport at the University of Idaho said his office had financed the work-study program "just by the skin of our teeth" this year. Many students, he said, worked more hours this year because they couldn't find jobs last summer.

Mr. Davenport said the work-study program also had been strained by increases in the minimum wage during the past two years.

'It Will Hurt Our Enrollment'

At Youngstown State University, officials said they were concerned that their shortage of work-study funds would be worse next year and would have serious effects on students who rely heavily on the program to pay their tuition. "I think it will hurt our enrollment," said William T. Collins, Jr., director of scholarships and financial aid. Tuition at the university will be \$2,589 in the fall.

The largest shortfall may be at the City University of New York, where Chancellor W. Ann Reynolds has appealed to New York's Congressional delegation to help her get as much as \$2-million more in

work-study funds from the Education Department. The lawmakers have not been able to get the money for the 21-campus system, which received \$7.3-million in work-study funds this academic year.

Ms. Reynolds, in a letter to lawmakers, argued that higher tuition and a cut in the Perkins Student Loan Program that occurred because of the university's high default rate had increased the demand for work-study. But she said the largest factor had been the recession.

Ms. Reynolds cited New York City's 10-per-cent unemployment rate and argued that it was even higher for college-age people. "Local businesses are unable to provide sufficient employment opportunities for college students to assist the persons

effort to pay for higher education," she wrote.

An Education Department official acknowledged that many campuses had had shortages in their work-study programs. "The moneys are not going as far as they may have in previous years," said the official, who spoke under the terms of a department policy that demands anonymity for all but the highest officials.

Worsened by 1991 Program Cut

The official said the problem had been made worse by a cut in the work-study program. Congress made that cut in the fiscal 1991 budget, which provided funds for the current academic year. Lawmakers appropriated \$601-million for the program in fiscal 1990 for the 1990-91 academic year, but only \$594-million in fiscal 1991 for the 1991-92 year—a cut of 1.2 per cent.

The official said that colleges that had requested additional work-study money could qualify for some of the unused funds that other campuses are expected to return to the Education Department next month. But those funds must be used in the next year, not the current one, he said. Clyde C. Aveille, director of federal relations for CUNY, said providing more money for next year would not be enough. "That never gets you out of the jam," he said.

Regardless of how much money is returned next month, campuses will have a little more work-study money to meet students' needs in the upcoming academic year. That is because Congress appropriated \$615-million for the program in fiscal 1992, an increase of \$21-million over 1991. Lawmakers are now developing a 1993 budget that would provide funds for academic 1993-94. The Bush Administration has asked them to increase to 50 per cent from 30 per cent the portion of the program paid by employers, and to reduce the federal share to \$454-million. Lawmakers struggling with the Pell Grant shortage could agree to cut the work-study program to find some of the money.

Concerns that the recession is causing



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Section 2

June 10, 1992



By Gerald M. Pomper

GEORGE BERNARD SHAW warned us that there are two tragedies in life. One is to lose your heart's desire. The other is to gain it. We should remember that lesson when discussing reform of the Presidential election process.

Americans have been addicted to reform ever since our Constitutional Convention in 1787. Seeing the Constitution as a great human invention, we believe that we can easily remake our political institutions. In the last 30 years, in particular, we have engaged in extensive reforms, from increasing the number of states with Presidential primaries to shifting most of the responsibility for financing campaigns from individual contributors to political-action committees.

In a successful crusade to "democratize the system," party leaders have lost their influence in choosing candidates; nominating conventions have become ritualized ratifications of primary results. Campaigns, previously efforts to mobilize coalitions of social groups, have become direct appeals to individual voters through

Improving the Way We Elect Presidents

Changes are needed, but reformers must be sure they 'do no harm'

the mass media. We got what we wanted—and we don't like it.

Despite reform, the election system seems to have decayed, not improved. Presidential nominations are won by Ronald Reagan and Jimmy Carter, self-proclaimed outsiders with limited national experience and little expertise in coalition building, rather than by the Roosevelts and Eisenhowers, who were chosen by the erstwhile "evil party bosses." Campaigns have become trivialized—conducted in 30-second advertisements, reported by broadcasters in 10-second news bites, and financed by political-action committees

search of recent years demonstrates that the electoral acts reasonably. In particular, empirical researchers who analyze voting data—such as political scientists Samuel Popkin, Benjamin Page, Robert Shapiro, and Morris Fiorino—have shown that despite limited time and information, voters sensibly assess the data available and make decisions based on rational preferences, on the performance of the incumbent Administration, and on candidates' personal characteristics, such as competence, integrity, and reliability.

To be sure, voters do not know many isolated facts about politics, such as the number of people in the House of Representatives. But democratic politics is not a

Continued on Following Page

OPINION

Election Reform: Proponents Must Take Care to 'Do No Harm'

Continued From Preceding Page

giant "Jeopardy" game. It is, or should be, based on serious choices by busy citizens among the alternatives presented to them.

To improve the election process, we need to stop beating up on the voters, who are the victims of its decay, not the cause. We need to focus on the inadequate stimuli presented to the electorate. If we want voters to focus on issues, we need to bring issues before them. If we want voters to choose a competent President, we need to offer them a choice of competent candidates.

IN PARTICULAR, we need to rebuild the party system, improve the quality of information provided voters, and reduce the obstacles to their informed participation. The utility of these approaches can be demonstrated in three areas—voter participation, the conduct of campaigns, and Presidential nominations.

Critics typically have disparaged citizens who do not vote, saying they are neglecting their civic duty. To increase the number of people who vote, it would be more sensible to remove the burdens on voters. For example, voter turnout in America is not actually low, if one looks at the proportion of the registered voters who cast ballots.

Looking at total population, turnout would approach that in other advanced democracies if, instead of requiring citizens to register to vote in person, the government took such simple steps as automatically registering them at the time they renew their driver's licenses. Another simple step would be to re-register voters who are moving when they fill out standard change-of-address forms at their local post offices.

Changing some of the restrictions on the activities of political parties also could help improve the electoral process. Where parties are active, here or abroad, they mobilize voters, especially among the low-income groups that are least likely to vote. Present laws actually inhibit such mobilization because the amount of money that parties are allowed to spend on a Presidential campaign must include what they spend to register voters.

Rebuilding parties is another key to improving campaigns. The Watergate scandal spurred the reform of electoral finance, but the financial limitations adopted actually have further weakened the parties, which already had lost power because of the spread of primaries. For example, laws have improved the way that parties report campaign contributions, but they also now limit a party's contributions to its own candidates to a mere \$5,000 for a House candidate and \$17,500 for a Senate candidate. Thus political parties now provide only 7 percent of the money spent by candidates in elections.

ALTHOUGH there are restrictions on how much individual candidates may raise from a single source, no restrictions exist on how much they may raise over all, and most campaigns now rely on donations from individuals and political action committees. This system encourages complicity by individuals who are not beholden to the parties; increases the clout of corporations and trade associations joined in PACs; assures most incumbents (who are usually the recipients of PAC money) easy re-election; and gives an unfair advantage to candidates with large personal wealth.

Public disapproval of the resulting elec-

toral process is evident in the movement to limit the terms of legislators. A better solution would be to increase the financial resources of the parties, so that they could conduct meaningful and reasonably coherent campaigns, based on their records and collective stances on issues. Many scholars now agree on this approach, although others are skeptical that parties can be rebuilt.

Those of us who support the concept propose various possibilities, such as raising the amounts that individuals can contribute to parties and increasing the amounts that parties can spend on campaigns; asking Congress to pass legislation to reduce the costs of political mailings and television ads; and giving direct public subsidies of tax dollars to parties. In any new system, however, it is vital that funds go to parties.

Strengthened parties could also address the problem of providing more information to voters. Although sneering political commentators may doubt it, our parties do differ. Note their policies on taxation and abortion, for example. If parties were more prominent in election campaigns and if they were able to publicize their positions on various issues more extensively, voters would find it easier to cast informed ballots. Televised debates also could provide simple yet meaningful information if they were restructured as direct confrontations between party candidates (as in Canada), rather than as opportunities for reporters and broadcasters to exhibit their pretensions to political savvy.

PERHAPS the most vital step we could take—one that many scholars and political commentators support—would be to alter the system of Presidential nominations. This year, close to half of the voters in primary elections (and even more of the non-voters) have said that they are

dissatisfied with the choices presented. They may not realize it, but their unhappiness is the direct result of changes in the nominating process since the 1960's. Without really intending it, we have replaced an imperfect method of deliberation and bargaining among politicians—who read public opinion—with a far more imperfect method of incomplete and hasty decision making in party primaries and caucuses by unrepresentative state electorates (influenced by newspaper and television pundits).

Presidential nominations now depend on the ambitions of individual entrepreneurial candidates. Before most of the nation pays attention, these candidates are evaluated, and most are eliminated, by the voters of Iowa and New Hampshire—small, relatively non-industrialized and ethnically homogeneous states; by fund raisers who are not politically accountable to the electorate; and by a press corps concerned more with a candidate's prurient than public behavior.

Party leaders and public officials, who are well informed about the candidates, are reduced to cheerleaders. By the time the voters learn enough about the candidates to make informed judgments, their choices are highly restricted.

Aside from New Hampshire motel operators, few defend this system, and Democratic Party commissions have debated various changes in the nomination system. Journalists and legislators also review the process after each unhappy election, but most suggested changes might actually worsen the situation.

For example, one suggestion, a national primary, would be a roll of the dice, substituting a single premature decision for the present overemphasis on a few early primaries. A series of regional primaries

would give an advantage to a candidate from the first region polled, who would gain immense momentum from the resulting press attention. A return to the traditional system of brokered party conventions—which I and some political commentators support—would no longer be legitimate by our contemporary standards of "pure" democracy.

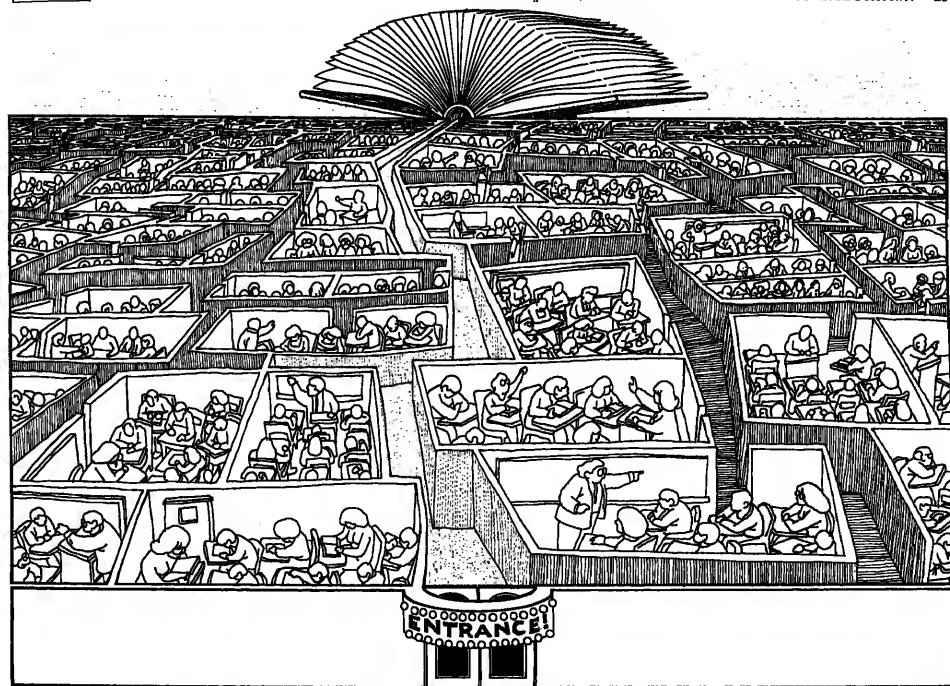
YET some improvements are still possible. If more party and public officials were named "superdelegates" to the party conventions, they could increase the importance of peer review. Primaries could be scheduled better, perhaps held once each month for several months in representative samples of states chosen from all the major regions. The national parties could even adopt the practice of many states and hold their conventions early in the election year, approving a small number of potential leaders who meet the politicians' tests of competence and skill. With the fuller information provided in these publicized national screenings, the party voters could be trusted to make the final choice in a national primary.

Even if adopted, such reforms also would surely demonstrate the law of unintended consequences: We get more—and often worse—results than we expect. In further changing the American election system, then, we must be wary and try, at least one time, to follow the ancient first law of medicine: "Do no harm." Our patient, the political process, does need medicine, but the prescriptions must be based on informed analysis of the problem, not on ritualistic incantations of devotion to democracy and change for the sake of change.

Gerald M. Pomper is professor of political science at Rutgers University and author of *Passions and Interests: Political Party Concepts of American Democracy* (University Press of Kansas, 1992).

OPINION

OPINION



When I came to Colby College in 1978, it had the reputation of being one of America's top regional liberal-arts colleges. Today nearly every national ranking of liberal-arts colleges rates Colby highly, even during this recession it continues to attract more than 3,000 applicants each year for some 450 spots in the freshman class. Colby is "hot," and for good reason: It has all the ingredients of a first-rate institution—a productive and caring faculty, bright and hard-working students, a dynamic president, and deeply devoted trustees.

To understand the college's phenomenal rise in status, I've examined changes in Colby's government department during the past dozen years. I realize that this is a methodologically risky approach, but the department probably mirrors the institution as a whole. In 1978 the department was led by two senior professors who dedicated themselves almost exclusively to teaching; it also included three junior faculty members who were intent on publishing research as well as being committed to teaching. Today the department consists of 10 faculty members who devote as much, if not more, time and energy to publishing as they do to teaching.

What accounts for the change? After the current president arrived in 1979, a "merit system" was introduced that made explicit the need for faculty members to publish if they wanted to advance their careers; tenure, promotion, and salary increases came to depend more and more on publishing. Faculty members' teaching loads were reduced from six courses a year to five, part-

ly as an inducement to publish. Today the likelihood of being tenured without at least one book (or an "equivalent" number of articles) to one's credit is minimal. A "meritocracy" prevails.

One consequence of the transformation of Colby's faculty from one consisting primarily of teachers to one composed of scholar-teachers is that, at any particular

time, several faculty members might be away from the college pursuing research and writing even when they are not officially on leave. Invariably, students complain that so-and-so is absent too often, that teachers are not keeping office hours, that a desired class is not being taught, or that classes frequently are rescheduled to accommodate a faculty member's travel plans.

Another consequence of the new system has been increased competitiveness among colleagues. Tenure, promotions, and raises theoretically are based on performance, and the official order of priorities is teaching, scholarship, and service. Faculty members are rated as "exceptional," "outstanding," or "good." In some tenure decisions, merely "outstanding" teacher-scholars have been denied tenure. And despite the official line that the top salary increases are awarded only to the best teachers, in reality, excellence in teaching falls behind publication in determining merit pay. Since the administration assumes that only a few faculty members can be rated "exceptional" and receive the largest salary increases, faculty members compete for the "exceptional" label.

A third consequence of the de-emphasis on teaching has been that tenure and other rewards have been given to good scholars who are not effective teachers and denied to excellent teachers with only mildly impressive scholarly records. Publishing has become such an important criterion in tenure decisions that tenure-review committees are even evaluating the prestige of publishers with whom colleagues sign contracts. A faculty member with a book to his or her credit might be denied tenure if the committee felt the publisher was not prestigious enough.

Of course, there is absolutely nothing wrong, and much that is commendable,

with people's setting high standards for themselves, but the effect of making such publishing standards part of the *unofficial* ideology of merit is pernicious. Untenured faculty members who accept at face value the official line of "teaching first" are shattered emotionally when they are denied tenure because their publication record is deemed inadequate. But equally disturbing, tenured faculty members who publish infrequently, and who privately insist that they are content with focusing on teaching and writing the odd article, will pretend in public that they themselves have embraced the ideology of "publication first."

To back up their pretense, they sometimes impose even *higher* standards on tenure candidates than do some of the faculty members who are publishing vigorously. The teaching-oriented faculty members say, in effect, "I don't publish very much, but I think candidates for tenure should have an impressive publication record." In no time, a herd instinct or pack mentality prevails, resulting in "merit" teachers' being denied tenure.

My perceptions of the changes at Colby have shaped my beliefs about how liberal-arts institutions should treat their most valuable resource, the faculty:

Colleges should not give mixed messages to junior faculty members; they should not say that excellence in teaching is the *sine qua non* for tenure and promotion but then, in fact, reward individuals largely on the basis of their publication records.

Administrators and faculty members

Continued on Following Page

MÉLANGE: COMMENCEMENTS 1992

'The Screen Behind Which Our Nation Is Looted'; 'Giving Your Lives to the Service of the Oppressed'

NOT LONG AGO I spent an evening at a church near my home in downtown Washington, listening to a beautiful choral performance by a local group. I left the church, alone, and as I was walking through the darkness to my car, four young black men approached me. I saw them first out of the corner of my eye, and as they came closer I was frightened, and I tensed.

They said: "Did you like the concert?" They were seniors at Howard University—music lovers, too. I felt naked and ashamed.

This is what the quiet conditioning of the last 12 years does. It makes us afraid of one another. Eventually, it makes us hate each other.

We cannot change America if we train our anger on ourselves. Fear and hate make us weak.

burning; by phony affirmative-action controversies; by imaginary welfare queens; by Willie Horton campaign tactics. And we are wedged apart from one another. And while we fight among ourselves, the middle class is drained, the poor are crushed, and a small political and social elite gets wealthier every day.

—Sen. John D. Rockefeller, IV, Democrat of West Virginia, at the University of North Alabama

THERE IS NO LONGER any way for us to turn our eyes away from the horror—the hunger, the illiteracy, the loneliness, the sexual unrest, the ugly theological struggles for power.

We can no longer take the road back to our garden gate and enter in and then waddle into the sizzling room and snap on the telly, gobble down the frozen lasagna, read the kids a story, cheer on the local football team, and then light a candle in the misty light of our local shrine. I think you must get out from under your bushel basket and shine forth with hard, ardent, transfiguring light into the sharp-toothed dark around you.

I find this country lost in a brainless,

demented search for solutions: We make laws, break them, make promises, break them, hold up ideals for the rest of the world to follow, and mock them. We kill with pellets of cyanide, devastate the land, abandon the oppressed, and call ourselves with malign sincerity the leader of the world.

Where, then, from this welter . . . of devastation will you find joy and hope and delight? I think you will find it in giving your lives to the service of the oppressed around you.

There is no place in this quest I offer you for meanness of spirit, violence, petulance, rude language, or spite. There is only place for freedom, decency, daring, compassion, and a monumental refusal to be led, formed, wrecked on the will of others for whom power is a divine and brutal compulsion. Beware of power everywhere—in your children's classrooms, in the courts, in the press, in television, in your family.

Confound the skeptics. Turn things around.

—Ned O'Gorman, writer and headmaster of The Children's Storefront School (New York City) at Seton Hill College

LETTERS TO THE EDITOR

Community Colleges as Paths to Bachelor's Degrees

TO THE EDITOR:

There is nothing especially newsworthy in California's reported plan to redirect otherwise "qualified" undergraduates from its overcrowded universities to community colleges ("Status Turn to Community Colleges as Route to Bachelor's Degree," 4-Year Campus "Face Tight Budgets and Overcrowding," p. 6). Neither is it news that one or more states might authorize some community colleges to grant the baccalaureate.

What is news is that the current crop of policy makers who advance such plans have clearly chosen to ignore the lessons of history and the considered advice of the Education Commission of the States.

With respect to diversion, the historical lesson is clear: Where diversion is adopted as state policy, it is invariably the least affluent and disadvantaged among university-eligible students who are channeled to community colleges. And while considerable debate surrounds the reasons, there is no question that the prospect of a diverted student's ever transferring to a senior institution and attaining the baccalaureate is severely diminished. Whatever fiscal justification might be raised in its defense, diversion as social policy, impacts negatively on our nation's most disadvantaged students.

As for the conversion of community colleges into senior institutions, the historical record is equally clear: Access and opportunity will be diminished for underprivileged students. One merely has to look to the example of Wayne State University, which began as Detroit Junior College, to observe the social dynamics at work. At Wayne State matured and adopted the norms of the American research university, access for the people of Detroit was diminished. There is no small irony in the fact that the people of Detroit, having nursed Wayne State University ever tediously found it necessary to create Wayne County Community College

in order to insure for their children access to affordable and community-responsive higher education.

Finally, the desire of some state governments to more closely integrate the community college within higher education's conventional hierarchy must be recognized for what it is—yet another threat to the diversity of American higher education. In 1985, the Education Commission of the States warned us of the risks to quality undergraduate education inherent in system integration. In an increasingly diverse nation, the commission concluded, each sector of American higher education should strive for excellence that reflects [its] distinctive undergraduate missions.

Robert Pedersen
Special Assistant to the President
West Virginia University at Parkersburg
Parkersburg, W.Va.

TO THE EDITOR:

Your article on how many states in the throes of fiscal crisis are turning to community colleges to provide the first two years of a bachelor's degree at low cost to increasing numbers of students contains both bad and good news.

Unfortunately, the bad news is really not news at all. The California plan, for example, to "divert" students to two-year colleges who are academically qualified to enroll directly in the state's four-year institutions, though it might save California millions, smacks of old ways of doing business—old ways that have led California to have one of the lowest transfer rates in the nation.

Those who know the history of the California system of higher education may recall that the state's first Master Plan in 1960 also called for the diversion of students away from senior to junior institutions. This in the face of gathering evidence that beginning one's college career at a community college rather than at a four-year college resulted in a competitive disadvantage for academically and socio-economically equivalent students seeking undergraduate degrees. They were up to 25 per cent less likely to complete baccalaureates. Thus to once again advocate the wholesale diversion of students is to re-emphasize the most regressive kind of social policy.

The good news is also not entirely new. Some fiscally strapped states, notably Florida, are considering more progressive responses—providing private senior colleges with direct institutional grants of up to \$3,000 for each community-college transfer student that they accept; and, more interestingly, allowing some of the larger, more academically elite community colleges to begin to offer bachelor's degrees. In the past, scores of upturning two-year colleges identified themselves into senior institutions and in the process abandoned their commitment to access and equity. If colleges such as Miami-Dade are allowed to experiment with baccalaureate programs, one hopes that they would not follow the same path and attempt to become the same path and attempt to become the University of Florida South. Rather they could in fact enhance opportunities for their open-admission students by enabling them to "transfer" without leaving the institution whose expectations and culture they had already mastered. It might very well be that structural barriers to the baccalaureate will be removed and the state, to boot, will save money.

Hand times often reveal hidden opportunities. Let us hope that we seize the moment, stay true to our best interests, and take some chances in the interest of access and equity.

L. STEVEN ZWERNING
Education and Culture Program Officer
National Endowment for the Humanities
New York City

TO THE EDITOR:

... An institution that offers the first two years of a liberal-arts education and that facilitates the transfer process has operated successfully in Wisconsin for 34 years. It is the University of Wisconsin Centers, a two-year institution within the University of Wisconsin System, with 13 campuses located in small and medium-sized communities throughout the state. The uwcc offers freshman- and sophomore-level university courses to approximately 11,000 students and enrolls a general-education associate degree.

More freshmen begin at the uwcc than at any of the other uw institutions except the University of Wisconsin at Madison. The uw System transfer policy directs baccalaureate campuses to treat Centers' transfer largely as they do their own continuing students. Joint-admission agreements allow a student to be admitted as a freshman to a Centers campus with a guarantee (assuming satisfactory performance) of admission as a junior to a specific baccalaureate campus. Although student outcomes vary from year to year, in general at least 70 per cent of those who transfer complete the bachelor's degree.

Fiscal constraints have affected Wisconsin as they have other states, and our students are facing increasingly higher ova requirements for admission to the uwcc and for transfer. Nevertheless, our experience shows that a freshman-sophomore institution can give students an excellent preparation for the final years of a college education.

LEE E. GRUBEL
Chancellor
University of Wisconsin Center
Madison, Wis.

TO THE EDITOR:

... For the past five years I have been director of the Brunswick Center, a consortium composed of Brunswick College, a two-year college; Armstrong State College, a senior college; and Georgia Southern University, a regional university. In the fall of 1986, these three institutions, all units of the University System of Georgia, entered into an arrangement whereby the junior college would continue to provide the

first two years of college and the associate and the senior college and university would offer upper-division courses on the junior-college campus leading to baccalaureate degrees.

Students are admitted to the senior college from which they will earn the bachelor's degree, but its transient students, they may take courses offered by the other two colleges.

Each institution provides the faculty for its courses, and each maintains the official academic records of its students. However, all registration is done through Brunswick College, and all fees are paid to the respective colleges. The staff of the Brunswick Center coordinates a unified program on behalf of the participating colleges and university.

All services of the Brunswick College library are available to the students enrolled through the Brunswick Center. The library evaluates the library resources for their courses and supplement where needed.

Indirect costs associated with instructional and office space, utilities, and security, and all three institutions share the costs of staffing needed for the Brunswick Center. The academic vice-presidents of the three institutions serve as a coordinating committee to oversee the entire operation.

The Brunswick Center consortium concept allows the university and senior college to meet the needs of more students without having to accommodate the additional numbers of students on the home campus. At the same time, while the junior college is serving its traditional role of providing the freshmen and sophomore years of course work, it is also providing the basis by which the four-year colleges can provide a less expensive and more accessible route to baccalaureate degrees for more students.

HENRY E. BARBER
Director of the Brunswick Center
Brunswick College
Brunswick, Ga.

TO THE EDITOR:

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HENRY E. BARBER
Director of the Brunswick Center
Brunswick College
Brunswick, Ga.

OPINION

eccentric and anthropocentric ideologies. At *BlackScience*, we consider such policy matters as important to science as traditional research topics.

These two views, by dramatizing the role of either humans or animals in our world, distort the true nature of stability, sustainability, and utility in the biosphere. More precisely, the earth is not run by us or even by other warm-blooded creatures. It is run by a vast web of cold and squirming things: plants, fungi, microbes, insects, and other invertebrates integrated into vast systems, both terrestrial and marine. They represent some 98 per cent of the earth's biomass. The rest of us are pretty much accidental tourists, scavenging what we find across the land and seascapes. In fact, they do a pretty good job of running the oceans, the reefs, the estuaries, the wetlands, the savannas, the forests, the prairies, the tundra, etc., despite the pressures of all us vertebrates put on them. They make the oxygen we breathe, purify the water we drink, nitrify the soil we cultivate, and bolster the ozone layer that lets us enjoy the sunshine.

Because of the span of their existence and the size of their populations, we should not be so disdainful that essentially any enzyme, hormone, or other protein that would be of value to us has already been fitted with and achieved a way somewhere in their vast diversity. This is where the greatest agency lay in preserving and prospecting biodiversity, even though slime molds do not have the greatest public appeal. Believe it or not, the civilization of the ant is much more important to us than the civilization of the antelope or the albino.

At the same time though, vertebrates have a significant genetic heritage of value to us, since we are one. I'm not willing to admit that perhaps even the lesser hedgehog tenrec of Tananarive, since it is there, might not just have an extract from its pancreas that would manage cholesterol metabolism in humans. So it, and everything else that is endangered, in worthy of our solicitude and protection, regardless of who "owns" the world.

CHARLES M. CHABRETS
Executive Director of American Institute of Biological Sciences
Washington

Lecturer defends 'Spade Kicks' talk

TO THE EDITOR:

As the author of the "Spade Kicks" talk at Harvard ("Angry Protests Over Diversity and Free Speech Mark Contentious Spring Semester at Harvard," p. 6), I was appalled at coverage of the talk in *The Chronicle*. Neither Zaher Ali, whom you quoted extensively, nor your reporter, Michele N-K Colligan, gave any indication that the title of the talk addressed the Black to which students objected was a quote taken from Jack Kerouac's novel *On the Road* and the expression of an attitude I was criticizing and not advocating.

The thesis of my talk was summed up in its title: What attracted white liberals like Jack Kerouac and Norman Mailer and Neal Cassady to the ghetto was social pathology, which they perceived as "spade kicks," i.e., sex, drugs, and violence. The narrator of *On the Road* describes walking through the Negro district in Denver, "wishing I were a Negro, feeling that the best the white world had offered was not enough ecstasy for me, not enough life, joy, kicks, darkness,

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OPINION

QUOTABLE

"Inner-city teen-agers created their own version of corporate raiding and insider trading when drug dealers figured out a way to market cocaine at \$5 and \$10 a pop."



Mark Nolson

DECLINES in manufacturing employment, first visible in the 1960's, weakened the social fabric of urban African-American communities, leading to the fragmentation of families, the diminished vitality of churches, social clubs, and neighborhood-improvement associations, and the out-migration of middle-class and stable working-class families. Facing diminishing opportunities for legal employment, and bereft of the leadership traditionally supplied by educated and ambitious blacks, inner-city residents found themselves lacking the analytical and linguistic skills, job networks, and behavioral norms to compete in a post-industrial economy. In neighborhoods stripped bare of institutions and resources, participants in the underground economy acquired disproportionate influence.

Participants in underground economies do not always terrorize their neighbors. Italian-American criminals are famous for keeping their neighborhoods free of violence and African-American criminals were, for a long period, quite selective in their targets. What is striking about today's "urban outlaws" is their lack of selectivity and community spirit, their willingness to target anyone for violence in pursuit of money, prestige, or sex. A world view has emerged among African-American urban youth that glorifies power or free from restraint and sees the gratification of impulse through physical force as the defining feature of black manhood. Although this world view is forcefully contested—by teachers, parents, ministers, and, now, politically conscious rappers—it exerts a powerful hold on the imagination of inner-city youngsters.

Where did this world view come from? The main source seems to be mainstream popular culture, particularly television and movies. In the last 20 years, the growing immersion of the inner-city working class, experienced visually in landscapes of abandoned buildings, garbage-filled lots, and crowds of homeless and idle adults, has coexisted with a ceaseless bombardment of images depicting wealth, power, and sexual exploitation. Throughout the 1980's, the media presented us with heroes—Ronald Reagan, Donald Trump, J.R. Ewing—who pursued wealth and power without conscience or compassion. Inner-city teenagers appropriated these images and lessons, targeting people in their own communities.

These youngsters have also drawn on Black Power imagery to justify their activities, transforming black nationalism's communal message into an extension of the predatory individualism that nationalism usually has fought. The misappropriation of nationalist symbols seems to have begun in the late 1960's as the rhetoric of Black Power spread beyond campuses and civil-rights groups to "street-wise brothers" involved in the underground economy. As resistance to "white" became a symbol of black pride, hustlers began to view their activities as a form of black economic power.

Julius Hudson, who did participant-observer work among hustlers in the early

70's, found that they bristled with contempt for working-class and middle-class blacks and proudly described their activities as a "war on poverty." Some African-American radicals welcomed this apparent politicization of hustlers. The Black Panther Party, the largest and most charismatic of the black radical organizations, boldly designated the black "impenetrable" (those outside the conventional labor market) as the vanguard of the black revolution.

The Panthers, to their credit, sought to channel the rebellious energies of the "barbarians on the block" into community patrols, breakfast programs, and liberation schools. But ruthless repression, spearheaded by the Federal Bureau of Investigation, doomed these efforts. When the Panther leadership was decimated by assassinations and indictments, many of its followers drifted back into illegal activities, appropriating the party's romantic image of crime as rebellion while rejecting its communal consciousness and emphasis on personal discipline.

An open more creative, and perverse, appropriation of nationalist symbols was undertaken by Jeff Fort, the leader of a Chicago gang called the Blackstone Rangers. Changing the group's name to the Black P. Stone Nation and then to the Islamic-Sounding El Rukns, Fort made alliances with the Panthers, applied for anti-poverty funds, and decorated his headquarters like a mosque—still without ever relinquishing the group's drug business.

By the mid-1970's, the Black Power movement, still dynamic on campuses, seems to have survived on the street largely through a distorted symbolic shorthand: images of crime as rebellion and working-class (or middle-class) blacks as "suckers." The left intelligentsia, caught up in disappointments and fantasies of its own, did little to challenge this destructive ideological brew. Throughout the decade, prison memoirs by Eldridge Cleaver and George Jackson remained the most popular form of black literature on college reading lists. ... And the lifestyle and language of hustlers were designated a frontier of black resistance by filmmakers and folklorists alike.

Virtually alone among progressive intellectuals, sociologist Orlando Patterson warned against making street hustlers the standard bearers of black cultural authenticity. "The street culture" of poverty, crime, drug addiction, paternal irresponsibility, whoring, pimping and super fly inanity," he wrote bitterly, "all of which damage and destroy only fellow Blacks, instead of being condemned by Black ethnic leaders, has, until recently, been hailed as the embodiment of Black 'soul.'"

Given these circumstances, there was little to prevent the "hosting ethic" of the late-60's from hardening into a far more bitter and nihilistic doctrine. By the early 1980's, inner-city teenagers had begun to transform Black Power rhetoric into a justification for hostility toward blacks who sought to succeed in mainstream institutions. Black kids who did well in school were denounced for "act-

ing white," and mugging, theft, and drug dealing were extolled as "getting paid." As the community consciousness of the Black Power era faded, restraints against assaults on other blacks, which previous generations of hustlers had respected, fell completely by the wayside. A true "outlaw culture" was now in place.

It took the Reagan Revolution, however, to create the conditions for the current reign of terror. Cuts in income-maintenance programs and low-income housing allowances made already poor communities poorer. The elimination of community-recreation programs and government-financed legal services weakened the network of non-profit institutions touching inner-city youth and families. The cultural atmosphere of the period also played a role: the imperative to pursue wealth "by any means necessary" made to make gratification of individual needs the sole end of the good life.

Taunted by media images of a predatory and amoralistic media class ... inner-city teen-agers created their own version of corporate raiding and insider trading when drug dealers figured out a way to market cocaine at \$5 and \$10 a pop. The resulting commodity—"crack"—launched a wave of entrepreneurship that produced instant fortunes and fierce battles for markets. At a time when older folks in the inner city were being pushed to the edge, young urban outlaws had a shot at real cash if they were armed, bold, and ruthless enough to ignore the pain of those who bought the product they sold.

BY THE END OF THE 1980's, inner-city neighborhoods were filled with youngsters who felt that predatory activities were morally acceptable and economically necessary. Their rhetoric was black nationalism, their behavior Reaganesque. Enveloped and fanned by their peers, alternately glorified and condemned by rap musicians, the bands of their generations, they had acquired enough self-confidence, wealth, and weaponry to control the streets of poorer black neighborhoods and have thus far resisted the efforts of mainstream black organizations to control or uproot them.

Given the dramatic social injustices that have played a large part in shaping these youngsters, they are compelling, even sympathetic, figures. But their values and behavior only compound the tragedy. Their monopolization of social space, their hostility to formal education, their narcissistic use of sex and violence, and their unwillingness—thus far—to transform illegally acquired wealth into legitimate business activities, make them a burden, rather than an asset, to hard-pressed communities. Outlaw culture is now the most important internal problem in inner-city neighborhoods. Its exponents must be challenged, contested, or possibly eradicated, and perhaps to more socially constructive roles.

—Mark Nolson, professor of Afro-American studies and history at Fordham University, in the *Journal of Reconstruction* (Vol. 1, No. 4, 1992).

Paying a High Price for an Exalted Reputation

Continued From Preceding Page

should have a clear idea of the institution's mission and priorities and the consequences of choosing one path over another.

• The abbatist and research programs that are adopted must not hinder the faculty's responsibilities for advising students or students' ability to take the courses that they need and want.

• If merit systems emphasizing research are adopted, their criteria should be explicit and honestly stated; they should not rest on fuzzy or shifting distinctions between "exceptional" and "outstanding" performance.

• Promotion systems designed to encourage research should define scholarship broadly and encourage scholarly work that does not necessarily result in quick or even eventual publication. Emphasis should be placed on the relationship between scholarly activity and the quality of teaching in the classroom; but faculty members should be advised that a carefully crafted lecture based on opiate research can be more valuable to students than a hastily written article appearing in a second-rate journal.

• Finally, whenever possible, university and college administrators should nurture collegiality by encouraging collaborative work among faculty members, such as team teaching and joint authorship of publications. A Hobbesian mori system that pits every faculty member against every other faculty member

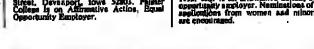
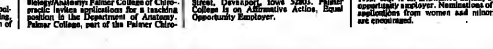
ber in the scramble to be deemed "exceptional" discourages cooperation and mutual respect.

I myself have benefited enormously from a reward system that encourages publication; opting out of it on principle would not help me pay the mortgage or my children's college tuition. Nonetheless, I worry about colleagues whom Colby's new system has hired—senior, non-publishing faculty members who came to the college years ago when the sole criterion for advancement was excellence in teaching. Their alienation from the newer system has been painful to watch.

IT ALSO OBSTACLES ME to see junior colleagues being denied contract renewals or tenure because they took seriously the official ideology that excellent teaching was more important than publishing. And I am equally troubled that some of my colleagues feel defensive about concentrating on teaching, advising, and spending time with students rather than spending time preparing manuscripts for publication.

Faculty members at all levels should be encouraged to pursue scholarship, but they should never have to experience alienation, rejection, or defensiveness because of their commitment to teaching. After all, teaching is, or should be, what a liberal-arts education is all about.

Roger Bowen is professor of government of Colby College.



CLARK ATLANTA UNIVERSITY

Clark Atlanta University (CAU) was formed in 1988 through the consolidation of Atlanta University Center, founded in 1865, and Clark College, founded in 1869, resulting in 1,000 undergraduate and 1,000 graduate students from over 40 states and 50 countries. CAU is one of the nation's largest, historically black, self-governing universities in the nation offering degrees from the bachelors through the doctorate. The University is composed of the Schools of Arts and Sciences, Education, Business Administration, Library and Information Science, and Social Work.

The School of Social Work offers applications for the 1992-93 academic year for five tenure-track positions and one professional staff position. Associate Dean Rogers is the dean, responsible for the management of the MSW program and other duties related to the school's activities. Administrative experience in a School of Social Work is desirable.

The Ph.D. Program: Two positions, one of which may be senior level to teach Social Policy, Organizational Development or research, and their student dissertations. Specialization in the field of Health/Behavioral Health or Family and Child Services is highly desirable.

The MSW/BSW Program: Assistant Professor, requiring expertise in social work practice in Health/Behavioral Health or Family and Child Services. Must teach at least two courses and supervise field placements.

The above applicants must have the MSW with a DSW or Ph.D. in Social Work and a closely related field, two or more years of social work practice experience and interest in social work and administrative skills to conduct scholarly research.

Director of Field Education and Student Affairs: A twelve-month position with responsibility for managing, supervising and coordinating the field education program, developing the field curriculum and field instructors, maintaining administrative records, and supervising students associated with student placement in the field. Must have the MSW with a DSW or Ph.D. in Social Work and a closely related field, two or more years of social work practice experience and interest in social work and administrative skills to conduct scholarly research.

Qualified applicants must submit a letter of application, curriculum vitae, sample of most recent scholarly work, and telephone number and address submitted prior to June 10, 1992 to:

Les M. Beasley, Ph.D., Dean
Clark Atlanta University
School of Social Work
121 Venable Way, Henderson Hall
Atlanta, Georgia 30314
(404) 880-8548

Allied Health Professions Department
The Department offers the baccalaureate degrees in medical technology, medical records administration, medical illustration, community health education, nutrition, and physical therapy with affiliation with Georgia State University.

Chair of Allied Health Professions Department/Associate Professor. Provide academic and administrative leadership; develop, implement and deliver academic programs; implement and coordinate with affiliate health care institutions. Individuals must possess licensure/certification in one of the allied health clinical specialties and a doctorate degree.

Medical Technology Faculty/Assistant Professor, Full-time, one-year term position; must be licensed/certified medical technology; ability to coordinate medical technology programs; must have departmental course courses and related elective, earned doctorate degree.

Candidates should submit a letter of application, a resume and the names of at least three references with addresses and telephone numbers to:

Clark Atlanta University
Department of Allied Health Professions
121 Venable Way, Henderson Hall
Atlanta, Georgia 30314

Director of Research

Int'l prof assoc has immediate opening for a self-motivated person to manage research program. Will initiate and implement various research projects (conduct original research), evaluate grant proposals, and work closely with members. Res' includes solid exp in library/info survey analysis, excellent oral and written skills, and program mgmt exp. Understanding of theories and MLS helpful. Assoc. offcn exp. benefits, salary to approx \$30K. Send letter, resume, and salary history to Carol Collier, Special Libraries Association, 1700 18th Street, NW, Washington, DC 20009.

English as a Second Language Teachers
The University of North Carolina at Charlotte is seeking qualified individuals to teach English as a Second Language (ESL) to non-native speakers of English. The position is for a full-time, one-year term position. The successful candidate will be responsible for teaching ESL students in the classroom and providing support services. The position is open to individuals with a master's degree in ESL or a related field. The salary is \$24,000 per year. The position is located in the Department of Education, 919 University City Blvd., Charlotte, NC 28223. For more information, contact the Department of Education at (704) 386-1234.

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VOORHEES COLLEGE
FACULTY VACANCIES

Voortrees College invites applications for the following positions for the academic year 1992-93:

ACCOUNTING: To teach courses in Accounting. Master's degree required. Ph.D. in accounting or related area preferred.

CRIMINAL JUSTICE: To teach courses in Criminal Justice and advise students. Master's degree required. Ph.D. in Criminal Justice or related area preferred.

BUSINESS ADMINISTRATION: To teach courses in Business Administration and advise Business Administration majors. Ph.D. in Business Administration or related area preferred.

MATHEMATICS: To teach courses in Mathematics and advise Math majors. Master's degree required. Ph.D. preferred.

PHYSICAL EDUCATION: To teach courses in Physical Education and advise Physical Education majors. Master's degree required. Ph.D. preferred.

PHYSICS: To teach courses in Physics and Physics Sciences. Master's degree required. Ph.D. preferred.

SPEECH/Drama: To teach courses in Speech and to direct drama club activities. Master's degree required. Ph.D. preferred.

COORDINATOR OF FREEMAN YEAR EXPERIENCE: To direct Freeman Year Experience Program. Ph.D. in Counseling, Higher Education Administration, English or related area is required. Experience in the area of teaching, counseling, administering student programs, and computer use in teaching learning process is preferred.

ACADEMIC TESTING AND COUNSELING: To coordinate academic testing and counseling in the Counseling Center. Ph.D. in Counseling, Higher Education Administration, English or related area is required. Experience in testing, counseling, program planning and administering similar activities is preferred.

LAB ASSISTANT: To teach science laboratories. Master's in Science required. Experience in managing laboratory is preferred.

Applicants should send letter of application, resume, three recent letters of reference and a copy of degree transcripts to:

Dr. Smith S. Verna
Vice President for Academic Affairs
Voortrees College
Dermott, SC 29542
EO/AAE

VALPARAISO UNIVERSITY
Admissions Officer for
Multi-Cultural Recruitment

Valparaiso University is recognized as a high-quality, private institution offering selected professional programs. The University is committed to providing a multicultural environment for its students. The position is for a full-time, one-year term position. The successful candidate will be responsible for recruiting students from diverse backgrounds and cultures. The position is open to individuals with a master's degree in Admissions or a related field. The salary is \$24,000 per year. The position is located in the Department of Admissions, 121 Venable Way, Henderson Hall, Atlanta, Georgia 30314. For more information, contact the Department of Admissions at (404) 880-8548.

Office of Human Resources
Valparaiso University
Valparaiso, Indiana 46083-4993
Fax: 219-464-5381
Closing Date: May 30, 1992

Valparaiso University is an Equal Opportunity Employer.

ACADEMIC EXCELLENCE
GEORGIA SOUTHERN UNIVERSITY

Georgia Southern University seeks a premier and administrator to manage the University's academic programs. The position is for a full-time, one-year term position. The successful candidate will be responsible for managing the University's academic programs and ensuring the highest quality of education. The position is open to individuals with a master's degree in Academic Affairs or a related field. The salary is \$24,000 per year. The position is located in the Department of Academic Affairs, 121 Venable Way, Henderson Hall, Atlanta, Georgia 30314. For more information, contact the Department of Academic Affairs at (404) 880-8548.

Director
University Performing Arts Facility/
Campus Programmer

will be placed in those with a strong record of achievement in the areas of academic and professional activities. The position is for a full-time, one-year term position. The successful candidate will be responsible for managing the University's performing arts facility and ensuring the highest quality of education. The position is open to individuals with a master's degree in Performing Arts or a related field. The salary is \$24,000 per year. The position is located in the Department of Performing Arts, 121 Venable Way, Henderson Hall, Atlanta, Georgia 30314. For more information, contact the Department of Performing Arts at (404) 880-8548.

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CENTRAL VIRGINIA
COMMUNITY COLLEGE

Central Virginia Community College is seeking the following positions with the anticipated starting date of August 16, 1992:

FACULTY POSITIONS (nine months)

Biology (F0074): Master's degree with teaching experience in Biology. Ability to teach Chemistry desired. 118 graduate credits in Biology and Chemistry. Ph.D. in Biology or related area preferred.

Engineering Technology (F0072): Bachelor's degree in Mechanical Engineering or related field. 118 graduate credits in Engineering Technology. Ph.D. in Engineering Technology or related area preferred.

Administrative Faculty Positions (twelve months)

Coordinator of Library Services (F0405): Assistant Master's degree in Library Science or Library Information Science. College experience in library services. Ability to communicate effectively with students and faculty. Knowledge and skill in library technology and computer use in library services is preferred.

Development Chairman of Business and Allied Health (F0408): Master's degree in Business Administration or related field. 118 graduate credits in Business Administration or related field. Experience in business development and fundraising is preferred.

Speech/Drama (F0409): Master's degree in Speech or Drama. Experience in teaching and directing drama club activities. Ability to communicate effectively with students and faculty. Knowledge and skill in library technology and computer use in library services is preferred.

Coordinator of Freeman Year Experience (F0410): Master's degree in Counseling, Higher Education Administration, English or related area. Experience in the area of teaching, counseling, administering student programs, and computer use in teaching learning process is preferred.

Academic Testing and Counseling (F0411): Master's degree in Counseling, Higher Education Administration, English or related area. Experience in testing, counseling, program planning and administering similar activities is preferred.

Lab Assistant (F0412): Master's degree in Science. Experience in managing laboratory is preferred.

Applicants should send letter of application, resume, three recent letters of reference and a copy of degree transcripts to:

Human Resources Office
Central Virginia Community College
3506 Wards Road
Longwood, VA 22080-3696
Phone: (804) 386-5000, VTDD (804) 386-4534
EO/AAE

ANTICIPATED VACANCIES - FALL 1992

Nassau Community College is a fully member of the State University of New York. The College is seeking qualified individuals to fill the following positions for the fall semester of 1992:

BIOLOGY DEPARTMENT - ADJUNCT FACULTY (Salary: \$575.84/Contact Hour)

Adjunct faculty positions are available in the Biology Department for Fall, 1992 to teach Biology and related courses. Qualifications: Master's degree in Biology or related field. Experience in teaching Biology and related courses. Salary: \$575.84/Contact Hour. For more information, contact the Department of Biology at (516) 439-1234.

CRIMINAL JUSTICE DEPARTMENT - INSTRUCTOR (Salary: \$39,125)

Adjunct instructor position is available in the Criminal Justice Department for Fall, 1992 to teach Criminal Justice and related courses. Qualifications: Master's degree in Criminal Justice or related field. Experience in teaching Criminal Justice and related courses. Salary: \$39,125. For more information, contact the Department of Criminal Justice at (516) 439-1234.

AFFIRMATIVE ACTION OFFICE (PT) (Salary: \$15.00-\$20.00/Hour) Assistant to the Director

The Affirmative Action Office is seeking a qualified individual to assist the Director in managing the Office's affairs. The position is for a part-time, one-year term position. The successful candidate will be responsible for managing the Office's affairs and ensuring the highest quality of service. The position is open to individuals with a master's degree in Affirmative Action or a related field. The salary is \$15.00-\$20.00/Hour. For more information, contact the Affirmative Action Office at (516) 439-1234.

ASSISTANT TO THE DIRECTOR OF AFFIRMATIVE ACTION (PT) (Salary: \$15.00-\$20.00/Hour)

The Assistant to the Director of Affirmative Action is seeking a qualified individual to assist the Director in managing the Office's affairs. The position is for a part-time, one-year term position. The successful candidate will be responsible for managing the Office's affairs and ensuring the highest quality of service. The position is open to individuals with a master's degree in Affirmative Action or a related field. The salary is \$15.00-\$20.00/Hour. For more information, contact the Assistant to the Director of Affirmative Action at (516) 439-1234.

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ASSISTANT TO THE DIRECTOR OF AFFIRMATIVE ACTION (PT) (Salary: \$15.00-\$20.00/Hour)

BULLETIN BOARD: Positions available

LIBRARIAN

The Longwood College Library, a new \$7 million state-of-the-art facility serving a student body of about 3,200, seeks a member for its professional team. This 12-month, non-renewable administrative faculty position is available July 1, 1992. Salary is commensurate with experience and qualifications.

ESSENTIAL QUALIFICATIONS: ALA-accredited M.S., 2-5 years of serials cataloging experience, knowledge of OCLC and MARC coded holdings format, experience with LC classification/subject headings, database, VLS experience, familiarity with periodicals management and/or government documents. Excellent communications skills required and reference experience desirable, since this staff member must serve in night and weekend supervision, in bibliographic instruction, and possibly in teaching of library science courses.

THE COLLEGE: Longwood is a comprehensive state college with a 150-year history. The College is in the heart of Virginia, 60 miles southwest of Richmond.

TO APPLY: Letters of application should include a vita and names, addresses, and telephone numbers of three references. Review of applications will begin immediately and continue until position is filled.

Applications should be sent to:

Librarian Search Committee
Office Employee Relations Office
Longwood College
201 High Street
Farmville, Virginia 23060

AA/EEO: Women and minorities are encouraged to apply. Longwood seeks to assist minority faculty and staff with completion of terminal degrees.

Applications should be sent to:

Librarian Search Committee
Office Employee Relations Office
Longwood College
201 High Street
Farmville, Virginia 23060

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Communications Analyst: RAND, a nonprofit research institution that studies public policy issues, is seeking applicants for the position of Communications Analyst.

Primary responsibilities: Review, revise, and summarize reports, proposals, and presentations; draft institutional publications and policy documents; assist in planning research and institutional communications.

Requirements: Ability to analyze the logic, structure, and appropriateness of written and oral communications in many research fields and adapt the material for policy and other non-research audiences; excellent writing skills; eye for graphics; strong interpersonal skills; ability to work under tight deadlines on multiple projects. Proposal experience desirable.

Qualifications: Minimum three years of experience with similar responsibilities and Ph.D. in English, linguistics, or related fields. Strong experience may substitute for Ph.D. U.S. citizenship required. Staring salary range: \$43,000-\$50,000, commensurate with experience. Address applications to Kenneth Logan:

Two Main Street, PO Box 2138, Santa Monica, CA 90407-2138

Applications should be sent to:

Librarian Search Committee
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Longwood College
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Farmville, Virginia 23060

Hamline UNIVERSITY

SCHOOL OF LAW

Hamline University School of Law seeks innovative, imaginative and energetic professionals who would appreciate close collaboration with admissions, student and academic services, alumni and range of services to its students.

Hamline University is the oldest university in Minnesota, and the law school was founded in 1972. Hamline is an ABA- and AALS-accredited law school. Hamline enrolls 550-600 students each year in a day division J.D. program, with over 2,600 alumni throughout the United States. The law school provides a legal education in the liberal arts tradition, with particular emphasis on public service and professional ethics. Joint degree programs with the Hamline Master's in Public Administration program and University of St. Thomas M.B.A. program are also available to students.

Dean of Students

Duties: The Dean of Students is responsible, among other duties, for the recruitment and retention of students of color. The position has a heavy counseling component and requires substantial programmatic, including academic support and minor disciplinary, and coordinating existing additional programs responsive to the needs of the entire student body. The Dean works closely with the Admissions Office, and travels extensively from September to November throughout the country recruiting generally, but with a special focus on recruiting students of color. The position also has some budget responsibilities.

Qualifications: The Dean must have excellent interpersonal and administrative skills, along with strong written and oral skills. A.J.D. is preferred but those applicants with training or experience student counseling in a law school setting, administration, or admissions is highly desirable. Some cross-cultural experience favored. Salary is competitive.

Director of Career Services

Duties: The Director of Career Services is responsible for the development and administration of career planning and placement programs for up to 600 students as well as pursuing alumni, recruitment, managing public interest and minority recruitment conferences; general office supervision, e.g., job listings, job development programs and materials; the career resource library; career newsletters; office personnel and budget.

Qualifications: B.A. degree plus career services experience, or a J.D. or appropriate counseling degree; excellent interpersonal, administrative and writing skills.

Both positions are available immediately, and applications will be accepted until suitable candidate is identified. Send a resume and cover letter to the Director of Human Resources, Hamline University, 1536 Hewitt Avenue, Saint Paul, MN 55104, for each position. For further information, contact the Director of Career Services, Hamline University, 1536 Hewitt Avenue, Saint Paul, MN 55104, for each position. For further information, contact the Director of Career Services, Hamline University, 1536 Hewitt Avenue, Saint Paul, MN 55104, for each position.

University of Idaho

DIRECTOR OF ATHLETICS

University of Idaho

Moscow, Idaho

The University of Idaho invites nominations and applications for the position of Director of Athletics. The University of Idaho is a Division of the State of Idaho and is located in Moscow, Idaho. The University of Idaho is a Division of the State of Idaho and is located in Moscow, Idaho.

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WESTTOWN SCHOOL

Westtown School, Westtown, PA, is currently accepting applications for the position of Director of Admissions and Financial Aid. The position is responsible for the recruitment and retention of students and the administration of the school's financial aid program.

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DAYTONA BEACH COMMUNITY COLLEGE

Daytona Beach Community College, a comprehensive institution of approximately 10,000 FTE, seeks qualified applicants for the following positions:

DIRECTOR, AFFIRMATIVE ACTION & EMPLOYMENT SERVICES

The Director has primary responsibility for assuring that all areas of the college are fully participating in the efforts to promote affirmative action in hiring as well as other areas of personnel administration.

Qualifications: Bachelor's degree in Human Resource Management, Psychology, Business Administration or related field required. Master's degree preferred. A minimum of five years progressively responsible experience in the fields of equal opportunity, affirmative action, personnel recruitment and hiring. Candidates should possess the ability to communicate effectively orally and in writing, demonstrating familiarity with all applicable laws and regulations relating to equal opportunity and affirmative action. Strong interpersonal skills and demonstrated ability to build consensus among groups both within the college and in the larger community.

LEARNING SKILLS DIAGNOSTICIAN

The Learning Skills Diagnostician will be responsible for the development, organization, and delivery of the institution's assessment systems.

Qualifications: Master's degree in educational research/statistics plus additional hours in individual testing required. Doctorate preferred. Applicant must be able to receive certification as a Psychometrist.

COUNSELOR (2)

Counselor will provide guidance, counseling, and academic advisement to students.

Qualifications: Master's degree in Counseling or in a related field; 30+ graduate hours or career counseling experience preferred. Preference will be given to candidates with prior experience working with non-traditional students in a community college setting.

Competitive salary based on credentials and experience plus an attractive benefits package. Applications must include cover letter, transcripts, resume with names, addresses and telephone numbers of three references. Closing date for applications is July 3, 1992. Send complete application to:

Human Resources Department
Daytona Beach Community College
3200 Varsity Trail
Daytona Beach, FL 32114

AN EQUAL OPPORTUNITY EMPLOYER M/F MINORITIES AND FEMALES ARE ENCOURAGED TO APPLY



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USF

University of South Florida

Associate Dean

at Sarasota

Applications and nominations are invited for the position of Associate Dean of the University of South Florida at Sarasota. USF-Sarasota seeks approximately 180 students in the Master and Semson College of USF-Sarasota offers upper level and graduate courses leading to bachelor's and master's degrees in the Colleges of Arts and Sciences, Business Administration, Education and Engineering.

The Associate Dean reports to the Dean and the Executive Officer and is responsible for all Academic Affairs of the University Program including admissions, pre-admissions, certification, academic advising, faculty support, faculty development, curriculum development, course scheduling, Open University courses, Continuing Education, budgeting, and academic programs.

The successful candidate must have:

- a) a earned graduate degree and successful university teaching experience at the rank of Associate Professor or higher;
- b) excellent organizational and interpersonal skills;
- c) a management vision in arts of campus mission, long range planning, and curriculum development;
- d) the ability to work effectively with all members of the campus community, as well as with the Master-Semson community at large;
- e) an understanding of university procedures relating to class scheduling, budgeting, P.D. procedures, etc.;
- f) the ability to manage personnel and fiscal resources creatively and wisely;
- g) a healthy, an academic discipline represented on the Sarasota campus.

Letters of nomination or application including a curriculum vitae and names, addresses and telephone numbers of three professional references must be submitted by Tuesday, June 26, 1992.

Dorothy E. Pagani, Administrative Assistant
Office of the Dean and Executive Officer
USF-Sarasota
5700 N. Tamiami Trail
Sarasota, FL 34231-3192

USF is an Equal Opportunity, Affirmative Action Institution. According to Florida law, applications and interviews regarding the search and screening process are open to the public. Women and minorities are especially encouraged to apply.

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MU Marquette University

ASSISTANT DEAN FOR STAFF AND STUDENT PROGRAMS

Residence Life

Marquette University, a Catholic, Jesuit university of 11,400 students located in Milwaukee, Wisconsin, seeks qualified individuals to join the Dean of Residence Life and two other Assistant Deans in the upper level administration of Residence Life. The Residence Life system serves approximately 3,500 undergraduate students in seven University owned or sponsored residence halls and two apartment buildings.

The Assistant Dean for Staff and Student Programs coordinates the selection, training and evaluation of student and professional staff in Residence Life. Developing, implementing and evaluating all programming efforts in the halls and apartments is another primary responsibility of this position. In conjunction with Student Life, the Assistant Dean is responsible for coordinating a centralized housing program of student discipline in the dormitories. The Assistant Dean reports to the Dean of Residence Life.

Qualifications: The successful candidate will have a Master's degree in College Student Personnel or related field, a minimum of 1 year experience in Residence Life in a higher education setting and a familiarity with the Jesuit tradition of education. A strong commitment to service and a passion for education is expected.

SALARY AND BENEFITS: are competitive and commensurate with experience and credentials.



The "Government In the Sunshine" laws of the State of Florida require that all documents related to the search process, including letters of nomination and application be available for public inspection. All meetings of the Search Committee will be open to the public.

The Florida State University is an Equal Opportunity. Affirmative Action Employer. Women and minorities are encouraged to apply.

VICE PRESIDENT FOR DEVELOPMENT

EO/AA Employer

Send resume, transcript, and statement of philosophy of student development to Dr. Dan Fredericks, V.P. and Dean, 1500

every week in The Chronicle.

Screening of candidates will begin on July 10, 1992 and continue until the position is filled.

Applications end/or nominations should be submitted to: Ms. Christine Bittig (Attn: OIP), Executive Assistant to the President, American Association of State Colleges and Universities, One DuPont Circle, N.W., Washington, D.C. 20036.

A philosophy of management to help guide the higher education system, and a

Training: Conventional chromatography, FPLC and Isoelectric focusing; 3) protein and affinity purification of monoclonal antibodies; 4) immunological and molecular approaches to gene cloning; 5) 20 hours/week; 9 a.m.-5 p.m. Compensation: \$20,000. Send interest/curriculum vitae to COE#122, Room 501, One Wall Street, Brookline, MA 02146.

provides instructions to other laboratory personnel. 40 hours/week, \$20,232/yr. Desires bachelor's degree in Microbiology with two years' experience in Cell or Molecular Immunology Research. Research ability in B²² cell differentiation and influence of interleukins as determined by other published material is a must. For more information, please contact:

Research/Physiology Research Associate. Duties: elucidation of the mechanism underlying the regulation and metabolism of

subject for publication. To apply, send curriculum vitae and three letters of reference to Texas Employment Commission, P.O. Box 12088, Austin, Texas 78761.

date should expect the coming decade to include continuing emphasis on the recruitment and retention of a more diverse faculty and student body, links with primary and secondary schools, the development of new undergraduate and graduate programs, and an increasing emphasis on internationalism in the curriculum.

LA SALLE UNIVERSITY
La Salle University is an Equal Opportunity/Affirmative Action Employer.

Thomas Jefferson University, Department of Housing and Residence Life. Live-in managers of residential life facilities managing two apartment buildings and one residence hall. Responsibilities include: providing supervision to student residents; supervising two Resident Assistants; administering the day-to-day function of residence hall; and working with the Director of Residence Life, West Virginia State College, Men's Residence Hall and Director-Counsel, immediate opening directing a residence hall with approximately 130 occupants. Responsibilities include: providing a safe, healthy, and pleasant living environment; provide staff hiring, training, and supervision; discipline; programming and activities.

Send resume to Barbara A. Schock, Director of Housing and Residence Life, Thomas Jefferson University, 130 South 9th Street, Suite 1440, Philadelphia, Pennsylvania 19107. Thomas Jefferson University is an EEO/AAE Employer.

his Respiratory Care Program. Applicants must be Registered Therapists, with practical and teaching experience. A Mas-

Equal Opportunity Employer
Applications from members of minority groups and women are encouraged

U·A·L·R
UNIVERSITY OF ARKANSAS AT LITTLE ROCK
Chancellor

The Board of Trustees and the Chancellor Search Committee invite nominations and applications for the position of Chancellor of the University of Arkansas at Little Rock.

Established in 1927, the University of Arkansas at Little Rock is the state's major metropolitan university which serves approximately 12,000 students with degree programs from the associate to doctoral level. Little Rock is in central Arkansas with a population of 500,000 persons, and is the state's largest city as well as its state capital.

The Chancellor is the chief executive officer of the university and reports to the President of the University of Arkansas System, composed of four academic campuses at Little Rock, Fayetteville, Morrilton, and Pine Bluff, a medical sciences campus in Little Rock, a division of agriculture, and an archeological survey.

The successful candidate should have an earned doctorate or terminal degree in an academic or professional field, a background that demonstrates a progression of administrative responsibilities, preferably in a higher education institution. The candidate will have a proven record of administrative performance, including the ability to handle the complexities of public financing and the capacity to secure additional resources. Also, the candidate will be committed to academic excellence and demonstrate an understanding of the major issues and challenges facing a major metropolitan campus.

Experience of the candidate will also reveal documented leadership qualities, including the ability to: articulate a vision of development for the university and take an active role in implementing articulated goals; foster a sense of community among students, faculty, staff, administration, and community members; work in a framework of shared academic governance; and demonstrate genuine commitment to cultural diversity.

Salary and perquisites will be commensurate with experience and qualifications.

Nominations and applications will be accepted until the position is filled. The Search Committee will begin screening applications in mid-August. The preferred starting date is January 4, 1993. Those interested in applying should send a letter of application, a 1 to 2 page statement of philosophy on the nature of and role of a metropolitan university, a resume or vita, and the names, addresses, and telephone numbers of three references to the Chairman of the Search Committee:

Dr. B. Alnn Sugg, President
University of Arkansas System
1723 South University Avenue, Suite 601
Little Rock, Arkansas 72204
(501) 686-2505

IES, AND PERSONS WITH DISABILITIES ARE ENCOURAGED TO APPLY.

ALL APPLICATIONS ARE SUBJECT TO PUBLIC DISCLOSURE UNDER THE
ARKANSAS FOI ACT.

Activities and Innamraals for the Moon Township Campus. Robert Morris is an independent occupational therapist serving nearly 5,500 dependent students in two locations: a 310-acre residential campus in Moon Township and a center in the heart of downtown Pittsburgh. This position requires a master's degree and supervising rights required. Twelve month position. Contact: Angela L. Sherry, 523.0001, ext. 200, Moon Township, Pa. 15108, or e-mail: sherrya@moon.edu, and mail: Angela L. Sherry, Superintendent, Moon Township, 31400 University Drive, Moon, Pa. 15108. The Office of Human Resources, 31400 University Drive, Moon, Pa. 15108.

supervising personnel with high school men, women's and co-recreational intramural sport activities, informal recreation and club sports. Responsibilities also will include other student activities functions. The successful candidate should have a master's degree in recreation/leisure administration, physical education or a related area and an equal opportunity education.

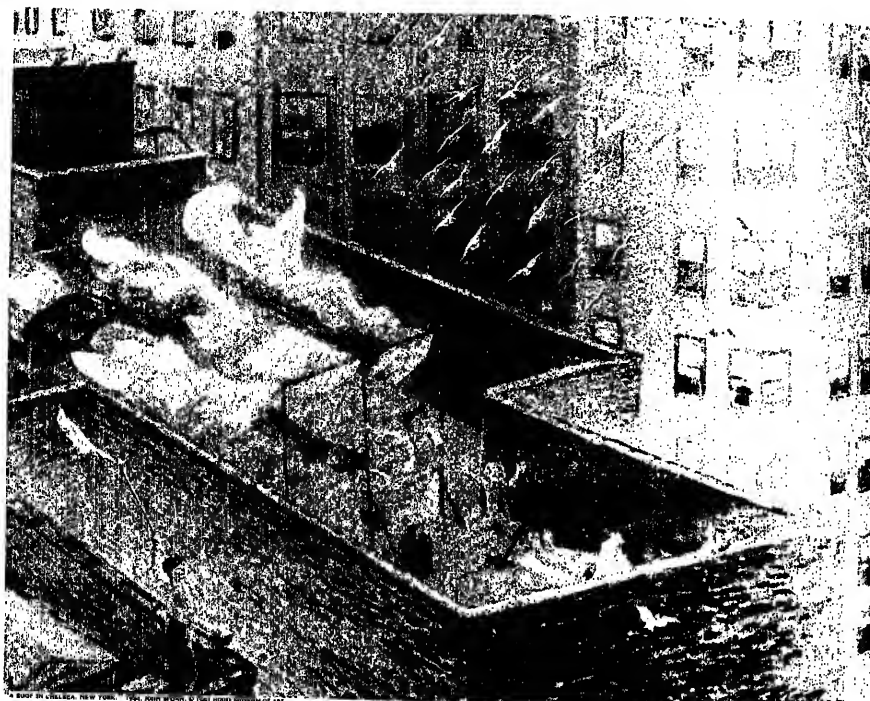
of acid. Two years of experience in the college level of the International Amateur sports and experiences in the administration of international sports programs is also required. All interested applicants must submit a letter of nomination and respond to: Director, Human Resources, Robert Morris College, Narrows Run Road, Chesapeake, Virginia 22029.

Student Activities Clerk Life and Student Organization Coordinator. North Dakota State University seeks professional to join staff of the Memorial Union Office of Student Development. Responsibilities include: no-toile management of some weekly evening events as well as other administrative duties. Qualifications: Master's or equivalent experience required. No experience in college/university volunteer work is required. To be considered, send resume to the address below. Experience in grant preparation is preferred.

student activities for a temporary two-year appointment to student affairs support services to student organizations and participate as a resource in leadership development programs to serve as a liaison with the Phi Kappa Psi and Interfraternity Councils and to administer a student community service program. Bachelor's degree, Master's preferred. Salary and fringe are \$10,000. Academic transcripts, resume, and three references must be submitted by August 1, 1972. Submit a letter of application, resume, three letters of reference, copies of transcripts and application, Mary Washington College, Box 615, Fredericksburg, Virginia 22401. Interviews will be held through August 15, 1972. Mr. Webbster at 541-1121.

Professional experience including significant Greek life experience. Well communicated, interpersonal and group

End Paper



Street Urchins and High Rollers: the Vitality of New York

A GREAT CHAMPION of urban imagery in this century was Robert Henri, who gathered about him a group of artists—many of them newspaper illustrators-turned painters—who came to be known as the "Ashcan School." Reacting against the rigid discipline of the academy and what they perceived as a prevailing atmosphere of imitative aestheticism, Henri and his admirers, including John Sloan, William Glackens, George Luks, Everett Shinn, and George Bellows, sought to capture the immediate vitality of their New York surroundings, from tenements and street urchins to night clubs and high rollers. Whether avowed Socialists, like Henri and Sloan, or merely sympathetic to progressive politics, these urban realists shocked both the art world and the public at large with what was considered revolutionary, or at best plebeian, subject matter, painted in a summary, sketch-like manner that recalled the styles of Hals, Velázquez, and Manet.

In retrospect, the urban imagery of the Ashcan School appears remarkably upbeat, especially when compared to

the work of the Social Realists in the 1920's and 1930's, or the turn-of-the-century documentary exposés of urban slums and factory life by photographers Jacob Riis and Lewis Hine. John Sloan and others occasionally created politically charged illustrations for the Socialist publication, *The Masses*, for which Sloan served as art editor from 1912 to 1916, but for the most part he and his colleagues sought to portray the lower classes in the most sympathetic and agreeable manner possible. Sloan's empathy for the poor was based on his belief that they were, despite their hardships, a happier and more admirable lot than the rich, whom he generally cast in an unflattering, satirical light.

"*Picturing New York: Images of the City, 1890-1955*," a selection of 82 paintings, prints, photographs, and drawings, including works by Alfred Steiglitz, Edward Hopper, and John Sloan, will be at the *Flood Museum of Art* at *Dartmouth College* through June 21.

The text above by Barbara J. MacAdam, curator for American art at the gallery, is excerpted from the exhibition brochure. © 1992 by the Trustees of Dartmouth College.

Government & Politics

more borrowers to default on student loans have been fueled by a research report from the Pennsylvania Higher Education Assistance Agency.

57% More Defaulters Than Expected

Jerry S. Davis, the author of the report and the agency's vice-president for research and policy analysis, examined defaulted loans handled by the agency from 1982 through 1991. He used the first three years to predict what defaults should be in 1991, and found that 57 per cent more people had defaulted than he had anticipated—at a cost of \$2-million.

"Because the number of actual defaulters was so much higher than the number expected, it is certain that the recession contributed mightily to increased defaults," Mr. Davis wrote in the report.

Officials at other guarantee agencies said they also had seen more defaults because of the recession. Daniel S. Cheever, Jr., president of the Massachusetts Higher Education Assistance Corporation, said the increase was primarily among students at trade schools and two-year colleges. "The problem is basically one of an economy that can't absorb people whose career choices are limited," he said.

Many Didn't Get High-Paying Jobs

A. Dallas Martin, Jr., president of the National Association of Student Financial Aid Administrators, said he was not sur-

A federal official acknowledged that many campuses had had shortages in their work-study programs. "The moneys are not going as far as they may have in previous years."

prised by the reports of recession-related defaults. While many new graduates are protected by a deferment that allows them to put off repaying their loans while they're unemployed, some employed people are having problems, he said.

"There are people out there feeling the crunch," Mr. Martin said. He said many borrowers had not landed the higher-paying jobs that they had hoped to get when they took out the loans, and that others had had their salaries reduced or their hours cut back.

An Education Department official said last week that he stood behind the department's prediction of \$3.4-billion in defaults this year because the estimate had included the recession as a factor. Larry Oxendine, director of policy and program development for student-aid programs, said the number of defaults so far this year had been consistent with the estimate. "I don't see any big bulges in defaults," he added.

New Congressional Limits Feared

Many student-aid officials hope the department was correct in its estimate. They fear that a rise in defaults above \$3.4-billion could cause Congress to place new limits on the loan programs that could hurt needy students.

If defaults exceed the estimate, Mr. Martin said, higher-education officials should make it clear to the news media and to lawmakers that the bad loans are recession-related. Lawmakers must realize that people "just can't pay," Mr. Martin said, and that the defaults are not the result of deadbeats "thumbing their noses" at the government.

NIH Chief Angers Advocates of Bill for Research on Women's Health



Rep. Patricia Schroeder criticized Ms. Healy's opposition to the bill's provisions. "We felt double-crossed."



The NIH's Bernard P. Healy, wrote to the HHS Secretary: "I believe that this section on women's health is unnecessary."

By STEPHEN BURD

WASHINGTON
The director of the National Institutes of Health angered some of her strongest supporters recently when she opposed provisions in an NIH reauthorization bill that aim to improve research on women's health.

"I think she has burned some bridges," said one Congressional aide. "I don't think this is being looked at as a trivial matter. The Congresswomen who support this bill were really surprised and disappointed, and some were really angry."

Since becoming director of the NIH a little more than a year ago, Bernadine P. Healy has been celebrated for her leadership in women's health. But just a week before a vote on the bill in the House of Representatives, she wrote a letter to Louis W. Sullivan, Secretary of Health and Human Services, that questioned the need for more legislation to promote research on women's health.

She wrote: "The highly intrusive language of the bill micromanages some of NIH's important research programs. I believe that the section on women's health is unnecessary."

Key Element in House Debate

Dr. Healy's opposition to the bill played a key role in the House debate. While much of the debate was on a provision that would end a ban on federal support for fetal-tissue research, many opponents of the bill cited Dr. Healy's letter to indicate that their opposition did not reflect a lack of concern for women.

In the end, the bill passed, 260 to 148, falling short of the two-thirds majority that would be needed to override a presumed veto from President Bush. In the Senate, the bill passed by a veto-proof majority, 85 to 12, last week.

The bill would make permanent an Office of Research on Women's Health at the NIH, require the inclusion of women and members of minority groups in clinical research supported by the agency, and increase support for research on diseases like breast cancer, ovarian cancer, and osteoporosis.

Rep. Patricia Schroeder, a Colorado Democrat who is co-chair of the Congressional Caucus for Women's Issues, said: "We felt double-crossed. She has come for our help when [Michigan Democratic Rep.] Dingell has been on

her case; she has come to us for more funding, and we always did it; and she has told us how great all these women's-health goals are; and the next thing we know everyone was running around with this letter."

Ms. Schroeder added that the Congresswomen, angered because they had not been consulted before the letter became public, have refused an invitation to meet with Dr. Healy to discuss the matter.

Introduced Health Initiative

As NIH director, Dr. Healy has introduced the Women's Health Initiative, a 14-year, \$500-million longitudinal study on women's health that will look at cancer, cardiovascular disease, and osteoporosis in women. In addition, she has pushed for spending increases for research on diseases that strike women.

Johanna Schneider, a spokeswoman for Ms. Healy, said the NIH director was in agreement with "the spirit of the bill, and she agrees with all of the objectives. It's just the means they would use to achieve them that she objects to."

Proponents of the bill say that the provisions on women's health are necessary to insure that women's health issues are taken seriously at the NIH. They acknowledge that the NIH has already established a women's-health office and is trying to include more women and members of minority groups in clinical trials. But, they say, an unfriendly Administration could always shut down the office or be lax about including those groups in drug trials if these provisions were not written into the law.

Opponents of the bill, including Dr. Healy, say that enforcing the provision to include more women and minority-group members in clinical trials would be too costly and intrusive in dictating to researchers how to conduct their studies.

Letter to Sullivan

They also criticized a requirement in the clinical-trial provision that says NIH officials cannot use potential costs as a reason to exempt a certain project from including women or members of minority groups. They also objected to a requirement that researchers conduct studies in such a way that they can tell whether the variables tested affect women or members of minority groups

differently from other research subjects.

In a separate letter to Dr. Sullivan, Dr. Healy said that checking for differences between ethnic groups and men and women would necessitate increasing the size of clinical trials 5 to 10 times. She wrote that the large expenses associated with increasing the trial sizes "would greatly hamper our ability to conduct clinical research."

Supporters of the women's-health provisions said Dr. Healy had overlooked certain clauses in the bill that would allow the NIH director to waive the requirement if she found it scientifically unnecessary to a particular project. The bill states that women and minority-group members would not have to be included as subjects in clinical trials if their inclusion was found "to be inappropriate with respect to the health of the subjects, inappropriate with respect to the purpose of the research, or is inappropriate under such other circumstances as the director of NIH may designate."

A Congressional aide said, "The bill contains immense flexibility by including very broad exceptions."

'A Little Suspicious'

Representative Schroeder said she could not understand why Dr. Healy should object to the provisions on clinical trials and to setting up the Women's Health Office, since NIH officials claim they are pursuing these goals. "If they are going to do this, why are they so upset then if we pass a bill saying we must do this? That makes me a little suspicious," she said.

Supporters of the legislation said that political pressure from an Administration opposed to the bill had forced Dr. Healy to take the stand she took.

Said Carollee Head, assistant director for the program and policy at the American Association of University Women: "She's in the executive branch as a federal appointee, so she's being put in a very difficult position. She has always been very supportive of seeds of women's-health issues, but she is not free to go up against the President."

Added Rep. Louise Slaughter, a New York Democrat: "She has made it clear that when it comes to the health of women, her politics are more important to her."

Colleges Question Their Role in President's School-Reform Effort



FILE PHOTO FOR THE CHRONICLE

Heated Exchange of Letters in Congress May Signal Nasty Battle to Come Over Supercollider

By KIM A. McDONALD

WASHINGTON If the letters circulating through the House of Representatives are any indication, this year's battle over the Superconducting Supercollider may be the nastiest yet.

The fireworks began last month when Rep. Sherwood L. Boehlert, a New York Republican, sent out a handful of "Dear Colleagues" letters to lawmakers ridiculing the \$8.25-billion project and its sponsors' claims that it was "on time and under budget."

"The next time someone tells you the ssc is on time and under budget ask them to prove it," Mr. Boehlert wrote in one letter. "The truth is they can't."

Mr. Boehlert's charge elicited a terse reply from two lawmakers representing the Dallas-Fort Worth area, where the subatomic-particle collider is being built.

'On Time and Under Budget'

In a letter entitled "Ssc Opponents: Off Base and Selectively Under-Educated," Rep. Joe Barton, a Republican, and Rep. Pete Geren, a Democrat, say Mr. Boehlert's contention that a Congressional hearing had shown that the project was facing delays and cost overruns is not true.

"Much to the chagrin of opponents of the ssc, it is indeed 'on time and under

budget,'" the Texas Congressman wrote. "After reading Mr. Boehlert's *Reader's Digest* condensed version of the hearing, we wondered if we all were in the same room."

That didn't stop Mr. Boehlert, who has continued to produce a steady stream of letters—averaging two to three a week—offering other reasons why lawmakers should kill the project.

In "Jaws 8.25: Revenge of the ssc," he says the project "threatens to swamp the Department of Energy's high-energy physics budget" and will eat into the annual support for national laboratories. A caricature of a shark, labeled ssc, is shown eating three cartoon drawings of fish, representing the Stanford Linear Accelerator Laboratory in Palo Alto, Cal.; the Brookhaven National Laboratory in Upton, N.Y.; and the Fermi National Accelerator Laboratory in Batavia, Ill.

In "The Numbers Change (But the rhetoric remains the same)," Mr. Boehlert reminds his colleagues that in 1987, when the supercollider was estimated at \$4.4-billion, Energy Department officials claimed it was "probably the best analyzed project" in terms of knowing "how much it's going to cost."

The ssc Lottery. Congratulations, Your State May Have Already Lost," Mr. Boehlert calculates the amount each state

will have to pay for the supercollider. (California comes in first, at \$1.05-billion.)

And in "The Albanians Are Coming," Mr. Boehlert ridicules an unannounced last month by an Energy Department official that Albania may contribute \$30-million to the supercollider's construction.

"This contribution, combined with the first ten million dollars from India, leaves the project just \$1.63 billion away from the goal of foreign participation," Mr. Boehlert wrote. "Another domino falls in the ssc foreign contribution juggernaut. First came India. Now Albania. What's next? Papua-New Guinea? Vanuatu? Burkina Faso?"

Supporters Are Not Amused

An aide to Mr. Boehlert said the humorous nature of the letters had attracted the attention of many lawmakers' legislative directors, some of whom have called with promises to oppose the project this year.

But many of the supercollider's supporters said they were not amused by what one called "the sarcastic tone" of the letters. "I think they are running short of substantive arguments," said Mr. Barton of Texas, adding that only one lawmaker who previously opposed the project had joined to Mr. Boehlert. "In a way, it's a compliment to us."

Mr. Barton said he had no plans to be led

are encouraging local schools to adopt revolutionary changes, but quite often school boards, principals, and parents tend to be a bit conservative." The key to successful cooperation is for the universities to "figure out where the local schools are and how far they're ready to go."

He also suggests that while most people support the six goals, many colleges and America 2000 because they see it largely in puritan terms. "If you were to ask when American colleges and universities are going to achieve the goals, then I think you

"Very little if any of the financing of higher education is dedicated to supporting elementary and secondary education."

ully every college and university could do about efforts they're making."

College officials also say they are wary of involvement in America 2000 because the goals themselves are contradictory and flawed. "If you want high levels of understanding, you can't have endlessly low learning goals, too," says Frank B. Murray, dean of the College of Education at the University of Delaware.

Mr. Murray is not alone in arguing that national tests, which are part of America 2000's strategy to measure how students are progressing toward the goals, may actually inhibit the sort of creative thinking educators hope to foster. "We want students to ask questions and be problem solving-oriented," says Marilyn Guy, chair of the education department at Concordia College-Minneapolis. "The tests are paper-and-pencil knowledge-oriented."

Beyond confusion over the nature of the goals, there is uncertainty as to what constitutes an America 2000 program. Some educators suggest the Administration is

into a war of words over Mr. Boehlert's letters.

"I don't want to exhaust my stationery budget in respond to Slerry's every-day letters," he snail. "That ties up my stuff and my time. If something really rocks, then we'll send out a response. But we'll have our day when we get to the floor, and I think we'll do real well."

Campaign to Continue

Mr. Boehlert's aide said additional letters would be sent out at the present rate until the House of Representatives takes up the measure providing fiscal 1993 appropriations for the supercollider. The bill, which has not yet been considered by the House Appropriations Committee, is expected to reach the House floor this month.

In anticipation of that action, 52 lawmakers, including Mr. Boehlert, recently sent a three-page letter to Rep. Tom Bevill, Democrat of Alabama and chairman of the House Appropriations subcommittee with jurisdiction over energy-research programs, asking him to cut federal support for the project.

"Put simply," they wrote, "the costs of the ssc are too high and the benefits to Americans are too uncertain for the ssc to be a responsible recipient of America's limited research dollars."

Government & Politics

Government & Politics

trying to make the strategy appear more substantial than it is by repeatedly citing programs that were up and running before America 2000 started—without funds from it—as part of the effort. In fact, the Education Department issues a steady stream of press releases linking existing projects to America 2000.

William C. Kerby, for instance, is an economics professor at California State University and the director of a tutoring and counseling partnership between university students and two inner-city high schools in West Sacramento. His program is cited in an America 2000 newsletter as an important initiative toward achieving the education goals. But Mr. Kerby says he never thought he had any tie to America 2000. "You will not find America 2000 mentioned in the proposal to the Education Department, all 180 pages of it," he says.

The Education Department does finance the program, but through its long-standing School, College, and University Partnerships Program, not America 2000. Mr. Kerby says the state was unable to offer any support and that efforts to solicit private gifts also failed. Secretary of Education Lamar Alexander has responded to such criticism by contending that America 2000 is a strategy rather than a "program," and that it encompasses all of the department's activities.

The department's Office of Educational Research and Improvement awarded \$7.7-million this year to the University of Georgia and the University of Maryland to jointly establish a National Reading Research Center. In an Education Department

"Whenever a revolution occurs, there are people who are reluctant to embrace the ideals and goals and objectives."

ment newsletter, the grant is described within the context of America 2000, but the program has existed—at the University of Illinois—for the past 15 years.

A number of educators also draw attention to what they consider another oversight of America 2000—teacher education.

"There hasn't been any recognition of the need for teacher training," says Ms. Guy of Concordia College, who is also president of the American Association of Colleges for Teacher Education. She says more emphasis should be placed on continuing education to keep teachers and "our teacher-education force current and engaged with colleges and universities."

Money 'Certainly Is Important'

Harry Givans, Jr., president of Harris-Stowe State College, agrees that true reform of the nation's schools requires that teacher education be made "a top priority" and that America 2000 must play a financial role in that process.

"The money is going to have to be thrown into teacher-education programs" and, given the financial condition of the schools' best interest at heart, and if the person is not just working for Dr. Reid-Wallace, it may work out."

Said Mr. Check, who met Ms. Morrison when she was with the Reagan Administration: "She has knowledge of our institutions and she has a concern about their welfare. Those things are as important as any kind of direct experience."

on Historically Black Colleges and Universities, several members said it would be difficult or impossible for them to participate in America 2000 without new funds.

The problem is not restricted to black colleges. Mr. Cropper of the University of Virginia adds that incentives must be provided, either by the states or the federal government, or universities will not be able to dedicate any more resources to cooperative programs with local schools. Currently, he says, "very little if any of the financing of higher education is dedicated to supporting elementary and secondary education."

The one aspect of America 2000 that has attracted the most attention from colleges is the New American Schools Development Corporation, a private philanthropy created by the program to finance innovative schools.

The corporation has received 686 proposals for new schools, and 140 colleges and universities are partners in those projects. But the philanthropy expects to be able to offer a first year of financing to 30

Republican Lawyer Is Picked to Head White House Black-College Office

Continued From Page A19

was largely positive, although some black-college officials worried about Ms. Morrison's lack of experience with their institutions.

James E. Check, chairman of the advisory board and president emeritus of Howard University, said: "I am very enthusiastic about her selection. I think she brings to the position the kind of perspective that is needed and the kind of interest and commitment that will serve the cause very well."

When Mr. Goodwin was fired, black-college presidents worried that his dismissal was a sign that the Administration's commitment to black colleges was waning. But some black-college supporters say the appointment of Ms. Morrison is a sign that support of the colleges remains firm.

"I have not an iota of doubt that Attorney Morrison will be able to execute her responsibilities with high competence, skill, and political effectiveness," said Milton A. Bins, a member of the black-college advisory board and vice-president of strategic planning for Wasatch Education Systems.

Mr. Bins was executive director of the black-college office for a short time in 1982.

"The presidents are primarily interested in competence and in whether you can deliver," he said.

'I Don't Expect Very Much'

But a black-college lobbyist said he wondered whether Ms. Morrison, because she lacked higher-education experience and was not widely known by black-college presidents, would be effective. "I don't expect very much," he said.

However, he conceded that many people who were initially apprehensive about Mr. Goodwin's leadership were satisfied by the end of his tenure that he had been a strong advocate. "Once he got grounded, he proved to be a very capable individual. So if the executive director has the schools' best interest at heart, and if the person is not just working for Dr. Reid-Wallace, it may work out."

Said Mr. Check, who met Ms. Morrison when she was with the Reagan Administration: "She has knowledge of our institutions and she has a concern about their welfare. Those things are as important as any kind of direct experience."

proposals at most. And only about half of those will receive actual funding grants to actually carry out the strategies they design. Ms. Wallace hopes that the other 656 proposals will seek support from local businesses and philanthropies as well as state and local governments. Officials there expect to announce the winning proposals within the next six weeks.

\$500-Million for New Schools

The second source of financing associated with America 2000—and the main financial commitment made by the Administration—is the proposal to spend about \$500-million to create 535 New American Schools, one in each Congressional district plus two more in each state. The proposal was voted down by the Senate earlier this year.

Many educators, including those who otherwise support America 2000, are skeptical about the proposed distribution of the 535 schools and the difference they can make. "It's a political way of calling attention to the issue," says Blenda J. Wilson, chancellor of the University of Michigan

at Dearborn and chair of the American Association for Higher Education. "I don't think it can be perceived as a solution."

Ms. Reid-Wallace takes exception to virtually every criticism made by the higher-education officials. She says there is no contradiction between a rhetoric of reform and a rhetoric of revolution because changes are based on the community level, where they are tailored to specific needs. She says that America 2000's focus on rigorous testing does not contradict the goal that students achieve the ability to think and understand.

She says it is "absurd" to argue that America 2000 is a partisan effort because it is based upon agreement on the value of the education goals and because the party in power "serves all the people."

Finally, she suggests that the reluctance of many university educators to join in America 2000 stems from a fear of change. "Whenever a revolution occurs, there are people who are reluctant to embrace the ideals and goals and objectives," she says.

that have gone to black colleges, should attempt to change the pattern of funding," Ms. Payne said. "We're long overdue in terms of sustainable development. We have to make the colleges an investment issue."

Any new leader, Ms. Payne added, should press to move the office from the Education Department to the White House to give it "much more viability and greater clout."

WASHINGTON ALMANAC

In Federal Agencies

Federal contractors. The Office of Management and Budget has proposed rules to monitor how educational institutions allocate federal funds that they receive by contract or subcontract. The proposal comes in response to investigations of some institutions suspected of misallocating federal funds. Comments must be received by August 3. (Federal Register, June 2, Pages 23, 189-99).

New Bills in Congress

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Education budget. H.R. 5167 would cut the personnel budget of the Department of Education by 10 percent for fiscal 1993 and 1994 and apply 90 percent of the savings to local education agencies and the rest to reduce the federal budget deficit. By Representative Allan (R-Va.) and 16 others.

Morgan State University. H.R. 5360 would authorize the University Transportation Research Center at Morgan State University to receive federal funds appropriated to it with the understanding that it will be used to conduct research in the field of transportation.

Naming schools. H.R. 5277 would authorize a program to grant funds to nursing schools to promote the nursing profession and recruit students. The bill would require the assistance in tuition and loan repayments for nursing students. By Representative Belmont (D-N.Y.).

Texas. H.R. 5370 would, in part, amend tax law so that scholarship or fellowship income would be considered to come from the country where the recipient would study. The bill would also grant some standard tax exemptions to certain students studying in the United States. By Representative Rostenkowski (D-Ill.).

Veterans training. H.R. 5354 would establish a program to reimburse businesses for some of the costs related to hiring and training certain recently discharged, disabled veterans. By Representative Penny (D-Minn.).

Vocational training. H.R. 5288 would establish centers to provide information on job training and the job market. The bill would

also require that job-training programs, such as those offered by community colleges, be certified to receive federal funds. By Representative Goodling (R-Pa.) and 2 others.

SENATE

International exchange. S. 2777 would establish an exchange program with the nations of the former Soviet Union to bring high-school, college, and graduate students as well as business leaders to the United States. By Senator Bradley (D-N.J.) and Senator Kerry (D-Vt.).

Science education. S. 2577 would amend the Higher Education Act to encourage more female and minority students to enter mathematics and science. The bill would authorize new programs for high-school and college students and for faculty members. By Senator Cranston (D-Cal.) and seven others.

Space research. S. 2734 would establish within the National Aeronautics and Space Administration an Experimental Program to Stimulate Competitive Research. Like other programs, the new program would provide grants to states that do not receive many awards from the federal government.

Texas. S. 2777 would extend for 18 months certain tax provisions, including the tax-exempt status of charitable gifts of appreciated property and benefits available for continuing education. By Senator Danforth (R-Mo.) and 11 others.

Teacher education. S. 2714 would create a tax credit for high schools and colleges and science teachers to return to college for further training, as do for professionals in other fields. By Senator Danforth (R-Mo.) and 11 others.

Veterans education. S. 2733 would establish a program to reimburse businesses for some of the costs related to hiring and training certain recently discharged, disabled veterans. By Representative Penny (D-Minn.).

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STATE NOTES

- North Carolina may tap student-loan fund for air-cargo facility
- Judge orders lower fees for alien students in Cal State system
- California voters endorse \$900-million bond plan for colleges

North Carolina may use a portion of a \$90-million student-loan fund to invest in an air-cargo facility.

The General Assembly this year gave State Treasurer Harlin E. Boyles permission to invest up to \$25-million from the fund in the state's Air Cargo Airport Authority. The authority is to use the money for land acquisition and other start-up expenses, and repay it with interest.

The fund is normally used to provide loans for state residents who attend University of North Carolina system institutions or community colleges.

"Since the authority is new, it would be difficult for them to find investors," Mr. Boyles said.

But some people have expressed concern about the arrangement. The parent of a high-school senior recently wrote a column in the *Greensboro News & Record* questioning the arrangement. "Students who want to further their education should have first priority to use the state scholarship fund, not a giant air-cargo facility," wrote Doane Ellis Wilkes.

The agreement was made with the proviso that if the air-cargo facility failed, the money borrowed from the fund would be repaid from the state's general fund, said Stan C. Broadway, executive director of the North Carolina State Education Assistance Authority. "As we view it, the General Assembly provided a safety net for us," he said. Jay M. Robinson, vice-chancellor of public affairs for UNC, said: "The only way we lose is if the state goes bankrupt."

—JOYE MERCER

A state judge has ruled that the California State University system must allow undocumented immigrant students to pay lower resident fees. Previous decisions by different courts require the University of California and the California Community Colleges system to charge the students non-resident fees, which are much higher.

There appears to be no immediate prospect of reconciling the contradictory fee policies. The 20-campus California State system has no plans to appeal the ruling, although a conservative organization said it might try to do so.

Two weeks ago, an Alameda County Superior Court judge, Ken M. Kawauchi, held that the equal-protection clause of the California Constitution prohibited the state university from charging non-resident fees to undocumented immigrant students who have met one-year residency requirements.

Non-resident students pay about \$8,200 a year, compared to about \$936 for resident students on the state university's campus.

The university's Board of Trustees had asked the judge if his 1985 decision, which originally ordered

the lower fees, should remain, in light of conflicting decisions. Two years ago a Los Angeles Superior Court judge ordered undocumented immigrant students attending UC and the community colleges to pay non-resident fees. That ruling was upheld by a California Court of Appeal, and the state Supreme Court let it stand last year.

—JACK MCGRATH

By a slim margin, California voters last week approved \$900-million in general-obligation bonds for building and maintenance projects at the state's public colleges.

Final unofficial results showed that the \$900-million proposal had won with a 50.9-per-cent majority. College officials said voter support of the bond measure was hurt by the effects of the recession on the California economy. "These are such difficult times that this is a real victory to be savored," said Warren Fox, executive director of the California Postsecondary Education Commission.

The bond measure will pay for new classrooms and laboratories, modernization of existing facilities, and improvements to meet earthquake-safety standards in buildings in the University of California, Cal-

ifornia State University, and California Community Colleges systems.

The money will be divided equally among the three systems. Many campuses in the systems are now overcrowded. The systems together enroll about 1.5 million students and are expected to increase their enrollments by about 700,000 by 2005.

—JMC

Briefly noted

■ A bill to merge two Baltimore branches of the University of Maryland System into a single research institution died in the General Assembly. The measure failed after the president of the State Senate, Thomas W. Mike Miller, said he opposed the merger because the state did not have enough money to support another research institution when the existing one, College Park, was already struggling under state budget cuts.

■ A new Oklahoma law that authorizes for the University from Oklahoma Agricultural and Mechanical Colleges to the University of Oklahoma. The change designed to reflect the changing mission of the institution, with fewer than 200 of the 6,000 students are now interested in agricultural degrees.

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A Quality Approach to Moving Professionals in Higher Education

After abandoning a founding capital campaign, Wichita State University is making changes in how it counts the money it raises.

In December, the Wichita State University Endowment Association—the campus's fund-raising arm—shut down a nine-year, \$300-million drive. The drive had first been announced in 1987 as a five-year, \$100-million effort. By 1990, the drive looked so promising that Wichita State raised its goal and extended the campaign to 1996.

But the effort hit rocky times. Professors charged that fund raisers were inflating campaign totals by counting bequests and trusts, including bequests and trusts, that would come to the campus after the donor had died.

When professors wanted to know more about how the campaign was being run, the university's Endowment Association refused to release its records. The campaign lost even more momentum with the departure of two key fund raisers.

"We found it difficult to get even elementary questions answered about what they were doing," says A. J. Mandi, associate professor of philosophy.

After those developments, the campus took the unusual step of closing the books on the campaign.

"It was a big decision," says Elizabeth H. King, Wichita State's vice-president for university advancement since August. "But we weren't getting out of the campaign mode. We were just regrouping and changing directions."

The campaign raised a total of \$130-million in gifts and pledges. Deferred gifts accounted for 53 per cent, or \$68.9-million, of the total. While cash gifts and gifts-in-kind accounted for about 47 per cent, or \$61.1-million.

Now a new fund-raising team is planning another campaign, to be announced in a few years, and faculty members are helping with the plans. In addition, some types of deferred gifts will be counted differently.

Wichita State plans to follow guidelines for campaign accounting that were proposed by several fund-raising and business groups. The Council for Advancement and Support of Education released the standards (*The Chronicle*, November 27, 1991). Until then, no clear set of rules had existed for how campaign should count campaign gifts.

Under the new guidelines, for example, if a donor under 65 promises a gift to the university in his will, the university won't count the gift in its campaign. Wichita State officials applaud the guidelines for helping to clear up confusion. "It's absolutely critical that we begin to self-regulate our own profession," says Mr. King. "This document is the first step in that direction."

Business & Philanthropy

91 Colleges May Be Required to Help Pay for Cleanup of 2 Hazardous-Waste Sites

Environmental Protection Agency tells institutions of their potential liability under Superfund law

By DEBRA E. BLUM

Ninety-one colleges and universities may be asked by the federal government to help pay for the cleanup of one or two hazardous-waste sites in Louisiana.

The institutions are among more than 500 groups identified by the U.S. Environmental Protection Agency as potentially responsible for waste disposed of at the Marco of Iota and Hillsdale Dump Sites in Louisiana.

The EPA is calling for the immediate removal of all the drums and containers of waste that have been improperly stored at the sites and present a threat of fire, explosion, release of toxic fumes, or contamination of ground water. The containers need to be separated according to the material they contain and, in some cases, repacked and disposed of elsewhere, the EPA has determined.

Initial Cost of \$3-Million

The immediate cleanup at both sites will cost approximately \$3-million, according to an EPA spokesman, who added that it was too early to tell whether further cleanup at either site would also be necessary. The



The EPA has identified two sites in Louisiana for cleanup under the Superfund law.

average cost of long-term cleanups directed by the EPA is \$26-million.

The colleges and universities received letters from the EPA in April, notifying them of their potential liability at the two sites and requesting information about the institutions' waste disposal.

Many of the institutions contacted the American Council on Education, which

since 1977 has been helping a group of 50 colleges settle EPA claims against them for the cleanup of a low-level radioactive waste-disposal site in Kentucky. Paul Q. Wallach, a lawyer for the colleges in that case, said that several utility companies, which were the major generators of waste at the site, had begun to clean the area and that the cost might be as much as \$40-million. Depending on the quantity of waste that a college sent to the site, he said, it could pay as little as \$7,000 or as much as \$425,000.

Many Did Not Know

Mr. Wallach represents more than 20 of the higher-education institutions involved with the Louisiana sites. He said it was impossible to tell now how much of the cleanup bill the universities might have to assume.

Most of the universities did not even know that their waste was being sent to Louisiana, Mr. Wallach pointed out. In many cases, he said, the institutions have records indicating they sent their waste to other dump sites. They are now finding out, he said, that their waste might have

Continued on Following Page

Millionaires Gave Less of Their Earnings to Charity in the 1980's

By JULIE L. NICKLIN

The nation's wealthiest people gave less of their earnings to charity in the 1980's, a study has found. But charities didn't feel the impact, because the number of wealthy givers actually increased.

The findings are expected to fuel debates among fund raisers over whether the wealthy are giving as much as they can and whether tax-law changes in the 1980's slowed donations.

A report of the study, conducted by the Treasury Department, says that in 1979, people who earned at least \$1-million gave more than 7 per cent of their income after taxes to charity. By 1990, their giving had dropped to less than 4 per cent. (Figures in the report were calculated in constant 1991 dollars.)

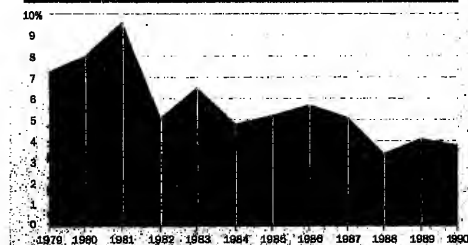
Yet during the same period, total donations by millionaires increased from \$2.5-billion to \$4.1-billion, the report says, because the number of individuals in that tax bracket grew. The findings also show that the tax-law changes had less effect on giving than had been predicted.

Impact of Tax-Law Reforms Studied

The report, "The Effects of Tax Reform on Charitable Donations," was written by Gerald E. Aulen, James M. Clarke, and William C. Randolph, economists in the Treasury Department's Office of Tax Analysis. The report will appear in the September issue of *National Tax Journal*.

The study examines charitable giving over the past decade to determine the impact of tax-law reforms in 1981, 1984, and 1986. Many policy makers and fund raisers

Average Proportion of After-Tax Income Donated by Millionaires



Note: Figures adjusted to 1991 dollars. SOURCE: Bureau of Tax Analysis, U.S. Department of the Treasury. CHRONICLE CHART BY HOLLY HANSEN

had feared that the changes—which made it more costly to give—would cause donations to drop considerably. Treasury officials say that giving accelerated the year before each change went into effect as donors tried to get the maximum deduction. And a drop occurred in the year after each change.

In a similar study, Gabriel and Shirley Rudney looked at charitable giving by the wealthy and also concluded that average giving had declined in the 1980's. But the authors say that the generosity of the wealthy is split between two groups—"the relatively few who give a lot and the many

who are not generous at all." Mr. Rudney is a retired U.S. Treasury official who has been an economist at Yale University and the Brookings Institution. Ms. Rudney is a writer.

Average Fell to \$85,929

A report of their study, "Generosity of the Wealthy: Facts and Speculations," says that average annual charitable giving by millionaires dropped 60 per cent from 1980 to 1989, from \$207,089 to \$85,929. Yet total charitable contributions by millionaires increased more than five times during

Continued on Following Page

Interest Grows in Agriculture, but Farming Is Not the Attraction

Continued from Preceding Page

has already had to turn away about 1,800 applicants because of space limitations.

At the University of California at Davis, the number of students enrolling in the College of Agricultural and Environmental Sciences grew from about 3,300 in 1981 to about 5,000 in 1991. Most of the enrollment growth has been in agriculture majors tied to business and the environment.

Some job-placement officials in schools of agriculture say that despite all the areas in which agriculture majors can work, it is still difficult for students to escape the farming stereotype associated with the major. "When people hear 'ag major' they expect you to have a tractor on your boots and a big chunk of chew in your mouth," says Joe Townsend, associate dean for student development at Texas A&M.

Students majoring in agricultural areas say they often find themselves explaining to their friends that they do not want to be farmers. "It's called, 'Let's play dead (tending your major),' " says Erin Show, who graduated last month from the University of Illinois with a degree in food-science engineering. "Most people still don't understand that you can be in the College of Agriculture and not go into farming." She will begin work on her master's degree in food-science engineering at Illinois in the fall.

Shortages of Graduates Seen

Despite the growing interest in agriculture majors, the U.S. Department of Agriculture predicts that, through the mid-1990s, there will be an annual shortage of about 11 percent in the number of qualified graduates available to fill jobs in the food, agricultural, and natural-resource industries.

Allan D. Goecker, assistant dean for academic programs at Purdue's School of Agriculture, says that demand is strong for students majoring in turf sciences, for example, because the students are trained in how to maintain grass crops and soil at popular areas like golf

courses, recreational facilities, and parks. Advances in medical science have led to an increase in demand for students studying biotechnology and biotechnology, he says.

Shu Deng, a professor of agronomy at UC Davis, says that demand

"All you have to do is look at all the new products on the supermarket shelves. You just didn't see that five years ago."

is also high for students in agricultural economics and marketing because of the growth in sophisticated, corporate farms in the United States. Students say they decided to specialize in agriculture majors to give them an edge in the job market.

Louise Disque, a recent graduate of Purdue University who majored in food-business management, is working as a marketing representative for Universal Flavors, an Indianapolis company that manufactures flavoring for carbonated and non-carbonated beverages. She says part of the reason she decided to go into the food industry was the growth in the food business and her interest in food science and agricultural economics.

"The industry is just exploding right now," she says. "All you have to do is look at all the new products on the supermarket shelves. You just didn't see that five years ago."

Tight Job Markets

Although many students majoring in finance are finding a tight job market in the banking industry, Scott Ridgway, a May graduate of Texas A&M who studied agricultural economics, is working as a credit analyst with First City Bank in College Station, Texas.

"I think my agricultural background and my financial courses allowed me to bring something extra to the company," he says. In his job, Mr. Ridgway will review loans made to farmers, agricultural companies, and real-estate businesses.

Interest in the Environment

Other students say they were attracted to agriculture majors because of their interest in environmental issues. Erin Sizemore, a recent graduate of Texas A&M, says her interest in the environment led her to major in forestry.

"I was a math major, but then I took Forestry 101 and just loved it, so I changed my major when I was a sophomore," Ms. Sizemore says. "It's great because you're not confined to an office—you can work inside and outside—and you're around nature."

Ms. Sizemore will begin working July 1 for Blume Tree Services in Houston, clearing trees and brush from power lines. She will also be in a management-training program that will allow her to move into management within a few years.

Some administrators warn, however, that the boom in students' majoring in environmental areas could lead to a surplus of graduates in a few years.

"If they can't solve problems dealing with air quality, water quality, and pesticides, I fear we're going to see a lot of students who will struggle to find the kinds of professional opportunities they would like because of a glut of environmental experts flooding into the market," Purdue's Mr. Goecker says.

Probability That Students Will Drink to Become Intoxicated Found to Rise

By MARY CRISTAL GAGE

Massachusetts college students who consume alcoholic beverages are more likely "to drink to get drunk" and become intoxicated more often than their counterparts in 1977.

That finding was reported in the *Journal of the American Medical Association* last week. Henry Wechsler, a lecturer on social psychology at the Harvard University School of Public Health, compared the results of his 1977 study of students at 24 New England colleges with the results of a 1989 survey of freshmen at 14 four-year institutions in Massachusetts.

Mr. Wechsler and Nancy Isaac, a research associate in health policy at Harvard, reported that:

- In 1977, 30 percent of the male students said they drank to become intoxicated. Twelve years later, the proportion of the men who drank to get drunk had doubled.
- About 10 percent of the female students said in 1977 that they drank to get drunk. Twelve years later, that proportion had doubled.
- In 1977, 25 percent of the male students said they had been drunk at least three times in a month. Twelve years later that proportion increased to 41 percent.
- The proportion of the women who said they had been drunk at least three times in a month rose from 14 percent in 1977 to 37 percent in 1989.

Although the study focused on

Massachusetts college students, William Modzeleski, director of drug planning and outreach programs at the U.S. Department of Education, said the findings were similar to those in other recent studies. "All you have to do is speak to any student on any college campus anywhere in the U.S., and they will tell you there are noticeably high rates of drug and alcohol use," he said.

Mr. Wechsler said that students "hinge" because "they think it's important. They think it's an appropriate activity in a social setting."

Experimental Use at Age 11

But he could not explain the increase in alcohol drinking by students. "You can't just blame the problem on college," he said. "It does a lot of time before college."

Corole Middlebrooks, coordinator for alcohol and drug education at the University of Georgia, offered a possible explanation. She said that the average age for experimental use of alcohol was 11 or 12 years old. Some of these youngsters continue to drink. By the time they are in high school, they are drinking every weekend. And by the time they are in college, their tolerance level for alcohol is high.

"Their tolerance level is a key issue," she said. "The higher you push your tolerance level, the closer you push yourself to addiction."

Side-Lines

The athletics department at the University of Massachusetts at Amherst is under scrutiny for the way it has spent state money.

The Post Audit and Oversight Committee of the Massachusetts House of Representatives has subpoenaed financial records from the university as part of a fact-finding inquiry, a spokesman for the panel said last week.

He said the committee had been contacted by people who provided it with documents suggesting that the sports program might have misspent state funds.

Reporters at the *Sunday Republican* of Springfield, Mass., which receives copies of some state documents, published a report last month about what the paper called "lavish spending" over the last two years by sports officials at the university.

The newspaper said athletics administrators had taken dozens of trips to resorts and conferences at a time when the university was dropping tens and shuffling its spending on sports and other programs. Since last year, the university has eliminated men's and women's tennis, men's and women's golf, women's volleyball, women's lacrosse, and wrestling.

University officials denied any wrongdoing and said the trips were necessary to run the sports program. One meeting identified by the newspaper was a three-day meeting of the Yankee Conference in June 1991 in another was a three-day meeting at Hilton Head, S.C.

Advocates for women at the University of Michigan are angry that President James J. Duderstadt attended a booster group's men-only honors banquet for athletes last week.

In a speech at the dinner, Mr. Duderstadt urged the 11th Uter Quarterback Club, the sponsor, to change its "insensitive" policy and admit women. Even the mothers of the male athletes who were honored were barred from the banquet.

Jean Ledwith King, a local lawyer who has three daughters from the university, had written the president asking him not to attend the dinner and to stop using university facilities to stage such events.

"He calls this booster group insensitive, but the heart of insensitivity is for the president to go and address them," said Ma. King. "The effective way to deal with something like this is not to show up."

Ms. King said she planned to file a federal sex-discrimination complaint against the university.

The Black Coaches' Association has selected its first female president.

Marian Washington, women's basketball coach at the University of Kansas, was chosen to head the coaches' association, a 3,000-member advocacy group for black coaches at colleges and high schools.

Athletics

College Football Association Won't Push for a Quick Reversal of NCAA Reforms

Athletics directors say time is not right for changes

By DOUGLAS LEDERMAN

DALLAS Football coaches are frustrated by their declining control over the sport. But athletics directors at universities in the College Football Association, while they sympathize with the coaches' plight, say that now is not the right time to try to reverse scholarship cuts or to seek a fifth year of eligibility for players.

At their annual meeting here last month, the CFA's 67 members voted not to propose legislation at next January's National Collegiate Athletic Association convention that would let athletes compete in sports teams for five years, instead of the current four. While the group's members voted in favor of setting the limit on football scholarships at 90, instead of 85 as it will be by 1994, top CFA officials said they doubted that such a plan would win the endorsement of the presidents' commission of the NCAA, which firmly controls the association's decision-making process.

Robert W. Lawless, president of Texas



Clanahan's Karl Hatfield, head of the CFA's coaches' committee. "How far can you continue to cut without damaging the game seriously?"

Tech University and outgoing chairman of the CFA board, said of the scholarship plan: "If the presidents' commission is not willing to sponsor it, it won't be on the floor." "We're really talking about what's best strategy-wise," said Homer Rice, athletics director at Georgia Institute of Technology. In explaining the CFA's reluctance to sponsor the 90-scholarship proposal without support from the presidents, "A lot of us support 90. We just don't think this is the right time to bring it up."

'It's Cut, Cut, Cut'

Mr. Rice and Mr. Lawless said they believed the presidents' commission had shown an increased willingness in recent months to listen to the opinions of the sports officials who deal with the issues every day.

That didn't placate the coaches. "Every time we come to a meeting like this it's cut, cut, cut," said Don Neilien, head football coach at West Virginia University, who warned that the quality of the game was at stake. "We keep getting told there's nothing we can do, and we're just going to slide down the hill. Well, some-

Continued on Page A31

State Law May Limit Number of Players on Nebraska Football Team

By DEBRA E. BLUM

Officials at the University of Nebraska at Lincoln say a state law that took effect this month may limit the number of players on the university's football team.

The law, approved by the legislature last year, says that as of June 1, no public college or university in the state may require an athlete to forgo need-based aid to remain eligible to play intercollegiate sports. Nebraska officials say the law conflicts with a National Collegiate Athletic Association rule for Division I institutions that limits the number of scholarship athletes in certain sports.

State Sen. Ernie W. Chambers, sponsor of the measure, said the NCAA rules treat non-scholarship athletes—those who are recruited but not given athletics grants—unfairly.

"My bill doesn't do anything but help the athlete, especially the non-scholarship athlete who has financial needs that are being ignored," he said.

150 on Roster

Nebraska-Lincoln, the only Division I public institution in the state, is prohibited by the NCAA from having more than 92 scholarship players on its football team next fall. Any recruited athlete who receives need-based aid or certain types of grants is counted as a scholarship athlete.

Each year, Nebraska carries as many as 150 players on its roster. In the past, to comply with the NCAA scholarship limit, the university, like other institutions around the country, required its non-scholarship athletes to decline other financial aid or to allow themselves to be redshirted—taken out of competition but allowed

to practice with the team for one year. The university has asked any non-scholarship athlete who didn't accept one of those options to leave the team.

Officials at Nebraska say the new state law prohibits them from making athletes to decline aid to remain on the team. "We're in the position where we have to choose between complying with state law and complying with the NCAA," said Al Papik, assistant athletics director and the compliance officer for the athletics department. "One of the options is to allow all student-athletes to accept other aid, engage them in competition, and then self-report to the NCAA and see what action it might take against us for violating the limit rules."

16 Upperclassmen

An NCAA spokesman said it was too early to say what if any penalties the association might impose for such a violation.

Next year's football squad at Nebraska, Mr. Papik said, is expected to include 24 athletes who say they have already been awarded need-based financial aid. Sixteen of those athletes, he says, will be upperclassmen, most of whom have already redshirted for one year and would not be eligible.

"My bill doesn't do anything but help the athlete, especially the non-scholarship athlete who has financial needs that are being ignored."

ble to do so again. The other eight will be freshmen.

"We're looking at a minimum so far of 24 student-athletes who may be gravely affected by the new law," Mr. Papik said.

He noted, however, that football might be the only Nebraska sport affected by the new financial-aid law because other sports do not carry more athletes on their rosters than allowed by the NCAA. Men's basketball at the university, for example, had only 15 players on its team this year—the same number of players as were eligible to receive athletic scholarships, according to NCAA rules.

The new state law also requires that public colleges and universities uncoup the amount of outside grant money a scholarship athlete is allowed to receive. The NCAA has put a limit on that aid.

Reductions in Amount of Aid

According to Mr. Papik, however, Nebraska does not now limit the amount of outside grant scholarship athletes may receive.

So that athletes may receive the full amount of grant money to which they are entitled without exceeding NCAA aid limits, he said, Nebraska reduces the amount of institutional aid given to athletes.

For instance, NCAA rules permit an athlete to receive a Pell Grant, as long as the total value of his or her financial aid does not exceed the total value of the athletic scholarship plus \$1,700. If a Nebraska athlete qualifies for the full \$2,400 available from a Pell Grant, the university awards the athlete \$700 less in institutional aid.

The practice is common among other Division I institutions.

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Mathematics Program for Schools Advances

By CHRISTOPHER SHEA

WASHINGTON The College Board has issued the first update on its pilot program to eliminate tracking in middle- and secondary-school mathematics courses and to increase the number of students, especially minority students, with the skills to succeed in college.

A version of the program, called Equity 2000, was instituted in the 1990-91 school year at a Fort Worth school district. The College Board reported last week that enrollment in algebra courses in the Fort Worth district had risen 36 percent from fall 1990 to fall 1991: from 3,101 to 4,211.

The most dramatic increase was by Hispanic males, whose enrollment in algebra courses rose by 75 percent. In the fall of 1990, 342 Hispanic males in the eighth and ninth grades took algebra; in the

fall of 1991, that number climbed to 597.

Enrollments by Hispanic females increased 43 percent: from 389 in fall 1990 to 556 in fall 1991.

Enrollments by black females increased 41 percent: from 543 in fall 1990 to 765 in fall 1991. Enrollments by black males increased 33 percent: from 495 in fall 1990 to 659 in fall 1991.

Enrollments by white females increased 20 percent: from 616 in fall 1990 to 741 in fall 1991. Enrollments by white males increased 18 percent: from 615 in fall 1990 to 728 in fall 1991.

The College Board started Equity 2000 programs in five more cities last year. In addition, it has received a \$4.2-million, three-year grant from the National Science Foundation to support teacher training related to Equity 2000 programs.

26 Institutions Under NCAA Sanctions

A symbol (*) indicates action taken since this list was last published in *The Chronicle* (February 12).

ADELPHI U.

Violations: Improper certification of eligibility of a male basketball player; cash payments to athletes; unethical conduct by a former coach; lack of institutional control.

Penalties: No postseason competition in 1989-90; limits on new scholarships; probation from July 1989 to July 1992.

AUBURN U.

Violations: Improper recruiting by coaches in men's basketball; improper loans by coaches to men's tennis players; unethical conduct by an assistant basketball coach and a former head men's tennis coach.

Penalties: In basketball, NCAA barred the team from postseason play in 1991-92, restricted coaches' recruiting efforts in 1992, and cut expense-paid visits in basketball to 7 from 15 in 1992, among other things; the university from an assistant coach's salary until July 1992, reassigned him out of coaching, and declined to replace him; reprimanded two other coaches and cut its scholarships to 12 from 15 this year. In tennis, NCAA adopted penalties imposed by Auburn and the Southeastern Conference; forced the resignation of the head tennis coach and declined to renew an assistant coach's contract; cut scholarships to four from five in 1990-91 and 1991-92, barred the team from postseason play in 1990-91, and forfeited all wins from January 1988 through May 1990. Probation from November 1991 to November 1993.

FLORIDA A&M U.

Violations: Improper benefits to women's tennis players; improper recruiting; unethical conduct by former head women's tennis coach.

Penalties: No postseason play in 1990-91; no new scholarships until August 1, 1992; probation from June 1990 to June 1992.

HAMPTON U.

Violations: Allowing two academically ineligible football players to compete on the team; lack of institutional control.

Penalties: Public reprimand and censure; no postseason play after the 1991 football season; forfeiture of all football victories in 1988 and 1989 seasons; probation from February 1991 to February 1993.

KANSAS STATE U.

Violations: Ineligible football players permitted to play; excessive cash gifts given to athletes; lack of institutional control.

Penalties: No postseason football competition in 1992-93; football scholarships cut to 18 from 25 each year; new scholarships in 1993-94; expense-paid campus visits cut to 60 from 70 in 1992-93; former football coach barred from coaching in postseason competition; expelled new instructor; South Carolina State College in 1992; probation from December 1991 to December 1993.

KANSAS STATE U.

Violations: Academic fraud; unethical conduct by the former men's basketball coach.

Penalties: No postseason competition in 1988-89; no basketball play in 1990; new scholarships paid to 25 from 28 in 1991-92; probation from January 1989 to January 1993.

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Athletic

College Football Group Won't Seek Quick Reversal of NCAA Reforms

Continued From Page A29

time we have to put a roadblock on that hill."

Ken Hatfield, football coach at Clemson University and head of the CFA's coaches' committee, said the coaches felt like they were under attack from all sides.

In the last two years the NCAA has raised academic standards for athletes and cut the number of football scholarships and coaches.

The coaches are also angry at the National Football League for allowing its teams to draft players after their third collegiate year.

"How far can you continue to cut without damaging the game seriously?" Mr. Hatfield asked. "We're trying to figure out where the bleeding's going to stop."

Some things at the meeting went the coaches' way. The directors and faculty representatives supported several recruiting measures, and the group agreed to sponsor a proposal to let athletes play in punts all 15 days of spring practice.

"We ought to have the right to work on fundamentals and protect the student-athletes," Mr. Hatfield said. "This is for our kids' sake, for safety's sake, for the good of the game."

The CFA meeting raised the specter of another potentially grueling fight to college football—the campaign to promote equity for women's sports—and offered evidence

that the men who run the programs still do not see it coming.

The association listened to a speech by Michael L. Williams, Assistant Secretary of Education for civil rights, who outlined the implications and standards of Title IX of the Education Amendments of 1972, the federal laws that bar sex discrimination at institutions that receive federal aid.

Mr. Williams sought to put the group at ease, saying the department wanted to help colleges meet the law's requirement that they provide equitable opportunities and money for men and women.

However, Mr. Williams also insisted that the government was serious about Title IX compliance, and he made it clear that the law contained no clause exempting football from its requirements.

The CFA's members gave Mr. Williams a polite reception, but only two athletics directors spoke up during a question-and-answer session. In an attempt to provide a more precise answer to one of them, Mr. Williams asked him if he represented a particular college.

"Yes, but I'm not going to tell you which one," he said, to chuckles from the crowd. (It was Mike Crouthamel, athletics director at Syracuse University.)

After the session, however, a small group surrounded Mr. Williams as he left the podium. One

athletics director, Stan Sheriff of the University of Hawaii, complained about the financial crunch his program was under and appealed, colorfully, whether his institution could comply with the law.

"If we're supposed to do everything you're expecting us to, you might as well arrest me now," Mr. Sheriff said.

Joe Dean, the athletics director at Louisiana State University, asked whether Congress might provide an exemption for football.

"You don't think we can get a little relief in that area, for football?" Mr. Dean asked. Said Mr. Williams: "I don't see it coming."

Across town, another group of football coaches and sports officials—those from colleges that compete in Division I-AA, the next

tier of football programs below the game's biggest powers—met to discuss issues important to them. It was the first time officials from I-AA had ever met independently.

Like the CFA, the I-AA group also agreed to try to persuade the NCAA to grant an extra year of eligibility to those athletes who lost a year because they scored 17 on the American College Test before the NCAA—(at the testing service's suggestion—lowered the eligibility requirement to 17 from 18 last year).

On the issue of sex equity, the I-AA group agreed that colleges should be permitted to offer as few as six men's and eight women's sports—instead of the current NCAA minimum of seven for each—as one way of meeting the requirements of Title IX.

Division I-AA directors and commissioners didn't like Mr. Schultz's comment much either, but asked the coaches to be realistic about the cut to 63. The group also supported a measure to give athletes a fifth year of eligibility, and endorsed the move toward 15 days of pads in spring practice.

Stung by suggestion

In many ways that meeting shadowed the CFA caucus. The I-AA coaches also sought ways to stop the NCAA rule that will cut their scholarships to 63 from 70 by 1994. They were particularly stung by a suggestion offered by Richard D. Schultz, the NCAA's executive director, that the I-AA programs stop trying to compete with I-AA and cut their scholarships to 40.

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Female Athletes Press Equality Claims at Bowdoin, New Mexico

By DEBRA E. BLUM

Female athletes at the University of New Mexico and Bowdoin College have joined the fray over equality for women in intercollegiate sports.

Members of the women's gymnastics team at New Mexico—a team that is now defunct—have sued the university in federal court, claiming it failed to make athletic competition available to women on an equal basis with men.

At Bowdoin, members and former members of the women's ice hockey team have filed a sex-discrimination complaint against the college with the U.S. Department of Education. The complaint, under Title IX of the Education Amendments of 1972, alleges that

Bowdoin unjustly favors men's sports. Title IX requires institutions that receive federal aid to provide equitable treatment to men and women.

Women's Soccer Planned

New Mexico cut the women's gymnastics program in April and announced plans to replace it with women's soccer. The action came two weeks after the team's coach resigned because of alleged violations of National Collegiate Athletic Association rules.

In the lawsuit, filed in U.S. District Court in Albuquerque, members of the former team claim that the institution was "committed to providing comparable athletics offerings for women as for men."

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Disruption Closes

Mr. Fall Ainsina, an associate professor of finance at Wright State University, has taken a leave of absence from that post to serve as Mauritania's Ambassador to the United States. "I would like to start a new economic relationship between our two countries and attract more American business," Mr. Ainsina said.

Two years ago Mauritania shifted from a military government to a multi-party democracy. Presidential elections were held in January 1991. Mr. Ainsina has been serving as an advisor to the winner, President Maouya Thya, since last July.

Mr. Ainsina wants to attract tourism to his native country, which boasts the longest beach in Africa. He said he also planned to establish student- and cultural-exchange programs and was working first on an exchange involving Wright State.

Mr. Ainsina said that he planned to return to teaching eventually, and that he would always consider himself part of the university's family. "When President Bush asked me what I had done before, I told him I was on the faculty of Wright State University."

Mikhail Gorbachev will make his first visit to Israel next week, where he will be honored by the Technion-Israel Institute of Technology.

The institution will present the retired head of the former Soviet Union with its Horvay Prize for his contributions toward promoting peace in the Middle East.

The prize, which includes a \$35,000 cash award, is sponsored by the American Society for Technion, the institution's U.S. fund-raising arm. It is named in memory of Len Harvey of Los Angeles, who had been a leader of the society.

In an interview on French television, Education Minister Jack Lang said he planned to increase the autonomy of the country's universities. But, he added, an overall national policy was needed to supply cohesion to higher education in France.

Mr. Lang said universities must adapt to the times. "I want universities to remain a place for 'high learning,' for literature and philosophy," he said. "But they must also offer short, more practically oriented degrees that will respond to the needs of business."

Asked if he was in favor of sharply reducing the number of fields in which diplomas are awarded for two years of university study, as his predecessor had recommended in a controversial reform proposal that Mr. Lang has tabled, the minister said he preferred a case-by-case approach. "I think it's best if each university decides, with the government, which disciplines it wants to offer," he said. Further details of his own reform plans will be forthcoming, Mr. Lang said.

International

Sanctions Will Bar Serbia and Montenegro From Fulbright Program in 1992-93

Civil war may keep at home any participants from other parts of what used to be Yugoslavia

By SCOTT JASCHIK

WASHINGTON
Scholars from Serbia and Montenegro will be barred from the Fulbright program in 1992-93 under sanctions imposed by President Bush against those two republics, which now claim to make up Yugoslavia.

Students and faculty members from Bosnia-Herzegovina, Croatia, Macedonia, and Slovenia will be allowed to participate, but it is unclear whether many of them will be able to leave their homes to accept positions at American institutions.

In the 1991-92 academic year, as the situation in Yugoslavia deteriorated, Americans who had been awarded Fulbright grants to work in Yugoslavia were assigned to other countries or given the option of postponing their grants. Yugoslav recipients of Fulbright awards—from all of the republics—were allowed to come to the United States.

For the coming academic year, there is a chance that Americans will be permitted to accept Fulbright grants to go to Slovenia, but U.S. officials expect to cancel grants again for visits by Americans to other re-

publics. The United States Information Agency, which runs the Fulbright program, bases its decisions on State Department travel advisories and on government sanctions imposed by the President, according to Lawrence I. Plotkin, chief of a European academic exchanges branch at the USIA.

Mr. Plotkin said the Fulbright program with Yugoslavia was considered to be highly successful before the civil war there. About 50 Americans typically went to Yugoslavia each year, and about the same number of Yugoslavs came to the United States, he said.

"It was a very strong program," said Mr. Plotkin, who was cultural attache at the U.S. Embassy in Belgrade from 1986 to 1990.

He added: "It's a country that's interesting to scholars for its history and its culture and very diversity as a country when it successfully packaged a wide variety of ethnic groups."

No Longer a Bilateral Group

A joint American-Yugoslav commission managed the exchanges, but Mr. Plotkin said the commission was no longer functioning as a bilateral group. The USAID had not set up new commissions with the former Yugoslav republics until full diplomatic relations are established between the United States and those republics, Mr. Plotkin said.

Americans working at the commission office in Belgrade and at U.S. consulates are continuing to promote the Fulbright program, Mr. Plotkin said. As recently as two weeks ago, he said, interviews were being held with Fulbright applicants from Macedonia and Slovenia. "But the idea of someone to get out and accept a grant, an unifier issue," he said.

He added: "The program has maintained credibility in the academic community."

Russia's Science Academy Forms U.S. Firm to Solicit Commercial Research Contracts

By KIM A. McDONALD

FALLS CHURCH, VA.
In an effort to generate millions of dollars in revenue for science institutes in Russia, that country's academy of sciences has formed an American corporation to solicit commercial contracts for research involving Russian scientists.

Based here in a suburb of Washington, the unusual commercial venture, Russian-American Science Inc., was formed this spring in a partnership involving the academy and two Omaha-based companies with business interests in Russia—California Energy International and Peter Klewi Sons.

The new company is run by two former diplomats who had been assigned to the Russian Embassy in Washington—Anatoliy V. Shishkin, a former science adviser, and Vladimir Akulin, a former economic counselor. Both hold the title of vice-president of Russian-American Science.

In an interview, Mr. Shishkin said the company would serve as the U.S. commercial representative for the Russian

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Anatoliy V. Shishkin, vice-president of Russian-American Science. "Humanitarian aid is important, but it cannot help us forever. It is just temporary relief."

Hong Kong to Double Enrollments and Add up to 3,000 Academic Posts

By PAUL DESRUISSEAU

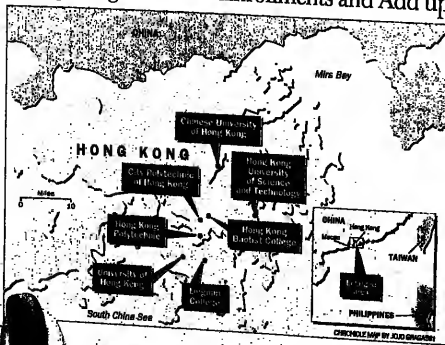
CHINA
Higher education in Hong Kong has embarked on a massive expansion program.

Five years before it is to be turned over to the People's Republic of China, the British colony wants to double the number of places for first-year students at its seven colleges and universities—to 15,000 by the 1994-1995 academic year. In the same period, Hong Kong will fill between 2,000 and 3,000 new academic positions at the Ph.D. level. Most of those jobs are expected to go to scholars from outside the colony.

About 1,000 of the positions are at the new Hong Kong University of Science and Technology, which began limited operations last fall with about 700 students. Within four years it expects to enroll 7,000.

A "working party" from the seven Hong

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Students line up to register for classes at the National Autonomous University of Mexico, which has an enrollment of 270,000. Tuition at the institution has not gone up in 44 years; it now costs less to attend the university than it does to take a Mexico City cross-town bus.

Student Leaders Say They'll Shut Down Autonomous U. of Mexico if It Pursues Its Plan to Raise Tuition for First Time in 44 Years

By RHONA STATLAND DE LOPEZ

MEXICO CITY
Student leaders at the National Autonomous University of Mexico have pledged to mobilize opposition and shut down the institution if it follows through on its plan to increase tuition for the first time in 44 years.

Six months ago officials of the university said they could wait no longer for government funds to finance long-needed improvements and hence would raise tuition. But the exact amount of the increase still has not been decided. A committee appointed by the university's rector that had been scheduled to make its recommendation last month failed to do so.

Some observers say the delay is a result of the university's efforts to build a wide base of support for the increase and to put in place a comprehensive financial-aid plan that would soften the

impact of the tuition hike on the institution's 270,000 students. Others say that, the longer the process goes on, the more likely it is to cause controversy.

Equivalent of 6 Cents

"By now, we just wish the university would announce the increase in order to break the tension," says Enrique Daltabuit, director of academic computer services at the institution. "It would be a relief to let whatever reaction is anticipated actually happen."

The annual tuition at UNAM, as the university is commonly known, now is less than the cost of a cross-town bus in

Mexico City. It has not been raised since 1948, when it was set at 250 pesos a year. At the time, that amount was substantial—tuition revenues then provided 25 percent of the university's operating budget—but years of inflation and devaluation have turned it into the equivalent of six cents.

Laboratories, libraries, equipment, and entire buildings have fallen into disrepair for lack of funds. Many faculty members have left in search of better-paying positions at private universities.

Federal subsidies have been insufficient, especially since Mexico has endured a decade of economic crisis from

which it is just now recovering. But despite its bleak financial outlook, the university has been loath to raise tuition. "One of the major reasons for this reluctance," says Gerardo Lopez Ruiz, a 1965 graduate of UNAM's School of Economics who is now a development banker here, "is the country's commitment to the idea of a free education for all."

A Promise to the Masses

Says Mr. Daltabuit: "UNAM is a symbol of Mexico's promise to the masses since the Revolution of 1910 that they will be able to improve themselves through education."

Article 3 of the Constitution states that all Mexicans are entitled to a free education. Whether or not this includes higher education is a subject of debate.

While most students seem to recognize

Continued on Following Page

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